



ALIGNMENT

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

WITH Kansas Early Learning Standards

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

This document aligns the content from the *Kansas Early Learning Standards* [2023] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition* (AEPS®-3).

References

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

Kansas Early Learning Standards: Building the Foundation for Successful Children. (2023). Retrieved from: https://www.ksde.gov/Portals/0/Early%20Childhood/Kansas_Early_Learning_Standards.pdf

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	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Approaches to Learning				
Persistence and Engagement in Learning				
Engagement and Attention				
Young Infant (by 8 months)	ATL.PEL.i.1: Demonstrates awareness of happenings and surroundings.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	ATL.PEL.i.2: Controls caregiver’s attention by babbling, looking at face, smiling or at times looking away to disengage.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	ATL.PEL.i.3: Shows interest in other children.	Cognitive	A. Sensory Exploration	Child orients to auditory, visual, and tactile events/stimulation produced by caregiver, another person, animal, or objects by turning, looking, reaching, moving toward, or locating.
Mobile Infant (by 18 months)	ATL.PEL.mi.1: Focuses on an activity, but is easily distracted.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	ATL.PEL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peek-a-boo).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Toddler (by 36 months)	ATL.PEL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	ATL.PEL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	ATL.PEL.t.3: Continues to play when a caregiver leaves the area.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Pre 3 (by 48 months)	ATL.PEL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	Social-Emotional	D. Independent and Group Participation	1 (all)
	ATL.PEL.p3.2: Ignores distractions briefly when engrossed in an activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	ATL.PEL.p3.3: Remembers and follows one- or two-step directions.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues 3. Follows multistep directions without contextual cues
Pre 4 (by 60 months)	ATL.PEL.p4.1: Sustains attention to task despite distractions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	ATL.PEL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
Kindergarten	No specific standards.			
Persistence				
Young Infant (by 8 months)	ATL.PEL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Mobile Infant (by 18 months)	ATL.PEL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the "pick-it-up" game).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	ATL.PEL.mi.4: Executes simple two-step plan (i.e., means-to-end task).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Toddler (by 36 months)	ATL.PEL.t.4: Engages in self-initiated activities for a sustained period of time.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	ATL.PEL.t.5: Returns to an activity after being distracted.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities 2.3 Remains with group during large-group activities
Pre 3 (by 48 months)	ATL.PEL.p3.4: Practices an activity many times until successful.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Pre 4 (by 60 months)	ATL.PEL.p4.3: Carries out tasks, activities, projects or experiences from beginning to end.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	ATL.PEL.p4.4: Remains focused on the task at hand even when frustrated or challenged.	Social-Emotional	D. Independent and Group Participation	1 (all) 2 (all)
Kindergarten	No specific standards.			

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Initiative				
Curiosity and Initiative				
Young Infant (by 8 months)	ATL.I.i.1: Shows preferences for certain toys or activities.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	ATL.I.i.2: Lifts arms toward caregiver to be picked up; explores own fingers and toes.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Mobile Infant (by 18 months)	ATL.I.mi.1: Explores the environment through a variety of senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	ATL.I.mi.2: Chooses toys/things for play.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Toddler (by 36 months)	ATL.I.t.1: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sandbox to fill a hole).	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	ATL.I.t.2: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	ATL.I.t.3: Asks questions about items/objects.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Pre 3 (by 48 months)	ATL.I.p3.1: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	ATL.I.p3.2: Initiates play with other children and takes on a variety of roles while playing.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	ATL.I.p3.3: Explores, practices, understands social roles through play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Pre 4 (by 60 months)	ATL.I.p4.1: Seeks new and varied experiences and challenges through play.	Cognitive	E. Scientific Discovery	3 (all)
		Cognitive	E. Scientific Discovery	4 (all)
	ATL.I.p4.2: Chooses activities to do alone or with others.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
			D. Independent and Group Participation	3. Initiates and completes independent activities
	ATL.I.p4.3: Invites other children to join groups or activities.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	ATL.I.p4.4: Makes and follows plans for games or activities with other children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Kindergarten	No specific standards.			4. Maintains engagement in games with rules

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Sense of Competence				
Young Infant (by 8 months)	ATL.I.i.3: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	ATL.I.i.4: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Mobile Infant (by 18 months)	ATL.I.mi.3: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	ATL.I.mi.4: Points or protests to indicate likes and dislikes.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	ATL.I.mi.5: Expresses and responds to a variety of emotions.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state 3.2 Vocalizes to another person expressing negative affective state
Toddler (by 36 months)	ATL.I.t.4: Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”).	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	ATL.I.t.5: Begins to show assertiveness (e.g., giving orders to others).	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	ATL.I.t.6: Feels comfortable in a variety of places with familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Pre 3 (by 48 months)	ATL.I.p3.4: Recognizes own abilities and expresses satisfaction when demonstrating them to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments 3.1 Explains or shows others how to do tasks mastered
	ATL.I.p3.5: Knows self as part of family, culture, spiritual group or community.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	ATL.I.p3.6: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Pre 4 (by 60 months)	ATL.I.p4.5: Shows pride in family composition; recognizes self as important to family and friends.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	ATL.I.p4.6: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	ATL.I.p4.7: Associates emotions with words and facial expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others 1.2 Identifies/labels own emotions
Kindergarten	No specific standards.			

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Creativity				
Problem Solving				
Young Infant (by 8 months)	ATL.C.i.1: Expresses discomfort when needs are not met.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	ATL.C.i.10: Looks for caregiver response in new or uncertain situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Mobile Infant (by 18 months)	ATL.C.mi.1: Seeks out trusted adult for comfort or support and/or accepts adult assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	ATL.C.mi.2: Tries to do things on own.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	ATL.C.mi.3: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Toddler (by 36 months)	ATL.C.t.1: Seeks alternate method when first attempt fails and/or seeks adult assistance.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	ATL.C.t.2: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
				1.1 Imitates novel simple motor action not already in repertoire
	ATL.C.t.3: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Pre 3 (by 48 months)	ATL.C.p3.1: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	ATL.C.p3.2: Recognizes making a mistake and sometimes is able to correct it.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	ATL.C.p3.3: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Pre 4 (by 60 months)	ATL.C.p4.1: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	ATL.C.p4.2: Is able to delay gratification for better payoff later; anticipates consequences of own behavior.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	ATL.C.p4.3: Understands what is real and what is make-believe.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten	SECD:K-2.11.B Responsible Decision-Making and Problem-Solving: Develops, implements and models effective problem-solving skills. 1. Develops self-control skills (for example, stop, take a deep breath and relax). 2. Identifies and illustrates the problem. 3. Identifies desired outcome. 4. Identifies possible solutions and the pros and cons of each solution. 5. Identifies and selects the best solution. 6. Puts the solution into action. 7. Reflects on the outcome of the solution.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
		Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Creativity and Flexibility				
Young Infant (by 8 months)	ATL.C.i.3: Shows interest in looking at, feeling or exploring new objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant (by 18 months)	ATL.C.mi.4: Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	ATL.C.mi.5: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	ATL.C.mi.6: May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Toddler (by 36 months)	ATL.C.t.4: Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	ATL.C.t.5: May change behavior based on previous learning.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Pre 3 (by 48 months)	ATL.C.p3.4: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	ATL.C.p3.5: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation 2.1 Generates specific questions for investigation
	ATL.C.p3.6: Identifies ways to change behavior to respond to desires and needs of others.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Pre 4 (by 60 months)	ATL.C.p4.4: Invents new activities through play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	ATL.C.p4.5: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	ATL.C.p4.6: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten	No specific standards.			

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Physical Health and Development				
Large Motor Skills				
Young Infant (by 8 months)	PHD.GMS.i.1: Crawls through and around objects	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	PHD.GMS.i.2: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements.	Gross Motor	A. Body Control and Weight Transfer	All
	PHD.GMS.i.3: Reaches for objects.	Gross Motor	A. Body Control and Weight Transfer	2. Puts weight on one hand or arm while reaching with opposite hand
Mobile Infant (by 18 months)	PHD.GMS.mi.1: Creeps up or down stairs.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	PHD.GMS.mi.2: Takes independent steps.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	PHD.GMS.mi.3: Throws ball and other objects independently.	Fine Motor Area	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
Toddler (by 36 months)	PHD.GMS.t.1: Maintains balance when performing actions.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	PHD.GMS.t.2: Catches a ball with both hands.	Gross Motor	C. Active Play	1.3 Catches ball
	PHD.GMS.t.3: Begins to run.	Gross Motor	B. Movement and Coordination	5.1 Runs
Pre 3 (by 48 months)	PHD.GMS.p3.1: Uses locomotor skills with increasing coordination and balance.	Gross Motor	B. Movement and Coordination	4 (all)
			B. Movement and Coordination	5 (all)
			B. Movement and Coordination	6 (all)
			B. Movement and Coordination	7 (all)
			C. Active Play	1 (all)
Pre 4 (by 60 months)	PHD.GMS.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play.	Gross Motor	B. Movement and Coordination	5 (all)
		Gross Motor	B. Movement and Coordination	6 (all)
		Gross Motor	C. Active Play	2.1 Moves swing back and forth
		Gross Motor	C. Active Play	2.2 Climbs play equipment
	PHD.GMS.p4.2: Demonstrates coordination in using objects during active play.	Gross Motor	C. Active Play	All
	PHD.GMS.p4.3: Explores, practices and performs skill sets.	Gross Motor	C. Active Play	All
Kindergarten	PHD.K.1: Demonstrates competency in a variety of motor skills and movement patterns.	Gross Motor	C. Active Play	All
Fine Motor Skills				
Young Infant (by 8 months)	PHD.FMS.i.1: Transfers objects from one hand to other.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	PHD.FMS.i.2: Grasps and releases object using entire hand.	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
Mobile Infant (by 18 months)	PHD.FMS.mi.1: Coordinates the use of arms, hands and fingers to accomplish tasks.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	PHD.FMS.mi.2: Coordinates eye-hand movements.	Fine Motor	A. Reach, Grasp, Hold, and Release	3.1 Releases object into targeted space
Toddler (by 36 months)	PHD.FMS.t.4: Coordinates the use of arms, hands and fingers to accomplish more complex tasks.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Pre 3 (by 48 months)	PHD.FMS.p3.1: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Pre 4 (by 60 months)	PHD.FMS.p4.1: With fluency and accuracy, uses classroom and household tools independently and with eye-hand coordination to carry out activities.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Kindergarten	No specific standards.			

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Physical Fitness				
Young Infant (by 8 months)	PHD.PF.i.1: Interacts with caregivers in a variety of physical activities.	Gross Motor	A. Body Control and Weight Transfer	1 (all)
		Gross Motor	A. Body Control and Weight Transfer	2 (all)
Mobile Infant (by 18 months)	PHD.PF.mi.1: Participates in a variety of active physical play.	Gross Motor	B. Movement and Coordination	1 (all)
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
Toddler (by 36 months)	PHD.PF.t.1: Participates in a variety of active physical play for longer periods of time.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
Pre 3 (by 48 months)		Gross Motor	C. Active Play	All
Pre 4 (by 60 months)	PHD.PF.p4.1: Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.	Gross Motor	C. Active Play	All
Kindergarten	Kansas Model PK-K Standards for Physical Education Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Nutrition/Healthy Eating				
Young Infant (by 8 months)	PHD.NHE.i.1: Communicates hunger and when full.	Social-Communication	A. Early Social Communication	1.1 Meets internal physical needs of hunger and thirst
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Mobile Infant (by 18 months)	PHD.NHE.mi.7: Eats during regular meals and snack times; anticipates routine meals; and asks for more if still hungry.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Social-Communication	A. Early Social Communication	1.1 Meets internal physical needs of hunger and thirst
Toddler (by 36 months)	PHD.t.6: Makes simple food choices; has food preferences; and demonstrates a willingness to try new foods.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Pre 3 (by 48 months)	PHD.NHE.p3.1: Eats a variety of foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	PHD.NHE.p3.2: Drinks from a cup without spilling and takes bites from whole foods.	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
		Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Pre 4 (by 60 months)	PHD.NHE.p4.1: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	PHD.NHE.p4.2: Demonstrates increasingly complex oral motor skills.	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
		Adaptive	A. Eating and Drinking	5.2 Takes in appropriate amount of liquid and returns cup to surface
Kindergarten	K-2 Content Standards for Nutrition:			
	2.2: The role of food and nutrients in providing energy.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	2.3: What is meant by a balanced diet.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	2.4: The impact of food choices.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	2.5: Identifying the food groups.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2.6: The recommended daily requirements for water.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Self-Care				
Young Infant (by 8 months)	PHD.SC.i.1: Signals need by crying.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
Mobile Infant (by 18 months)	PHD.SC.mi.1: Expresses physical needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Toddler (by 36 months)	PHD.SC.t.1: Washes hands and face with assistance.	Adaptive	B. Personal Care Routines	2.1 Washes and dries face
	PHD.SC.t.2: May begin to initiate interest in self-toileting.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
		Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet
Pre 3 (by 48 months)	PHD.SC.p3.1: Follows basic health practices with occasional reminders.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	PHD.SC.p3.2: Completes personal care tasks with some assistance.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Adaptive	B. Personal Care Routines	2 (all)
		Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
Pre 4 (by 60 months)	PHD.SC.p4.1: Follows basic health practices.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	PHD.SC.p4.2: Completes personal care tasks with increasing responsibility.	Adaptive	B. Personal Care Routines	1 (all)
		Adaptive	B. Personal Care Routines	2 (all)
		Adaptive	B. Personal Care Routines	3 (all)
Kindergarten	K-2 Content Standards for Personal Health:			
	2.2: How to maintain clean skin, hair, teeth and clothes.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	2.4: The importance of personal health.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	2.1: Steps to take for germ protection for disease prevention.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	2.6: How germs are transmitted.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Safety				
Young Infant (by 8 months)	PHD.S.i.1: Shows preference for primary caregiver.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Mobile Infant (by 18 months)	PHD.S.mi.1: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Toddler (by 36 months)	PHD.s.t.1: Follows adult interaction/guidance regarding safety.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	PHD.S.t.2: Differentiates between some harmful and safe situations.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
Pre 3 (by 48 months)	PHD.s.p3.1: Knows common safety rules that have been discussed or taught.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	PHD.S.p3.2: Alerts adults to potentially harmful situations.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
Pre 4 (by 60 months)	PHD.S.p4.1: Identifies and follows basic safety rules with possible reminders, guidance and support.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	PHD.S.p4.2: Demonstrates an ability to follow emergency routines with adult support.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
				3. Takes independent action when faced with dangerous conditions or substances
				3.1 Responds appropriately to warnings of dangerous conditions or substances
Kindergarten	PHD.S.p4.3: Identifies how adults help to keep us safe	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	K-2 Content Standards for Injury Prevention and Safety:			
	2.1: Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	2.2: Emergency and non-emergency situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	2.5: Strategies to report verbal, mental and physical harm.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Social and Emotional Development				
Character Development				
Foundations of Character Development				
Develop understanding of appropriate behaviors.				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	N/A			
Toddler (by 36 months)	N/A			
Pre 3 (by 48 months)	SED.CD.p3.1: Responds to feedback from familiar adults about appropriate behavior.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Pre 4 (by 60 months)	SED.CD.p4.1: Follows adult guidelines and expectations for appropriate behavior.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Kindergarten	SED.CD.K.1: Recognizes and celebrates the natural beneficial consequence of acts of character.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	SED.CD.K.2: Identifies community needs in the larger community, discusses effects on the community and identifies positive, responsible action.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Cognitive	D. Reasoning	4. Recognizes and reports information regarding safety
	SED.CD.K.3: Learns about ethical reasoning by giving examples of what makes behaviors appropriate and inappropriate.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	SED.CD.K.4: Exhibits clear and consistent expectations of good character throughout all school activities and in all areas of the school.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	SED.CD.K.5: Learns about, receives and accepts feedback for responsible actions in academic and behavioral skills.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Foster caring attachments between fellow children, staff and the community.				
Young Infant (by 8 months)	SED.CD.i.1: Initiates and engages in reciprocal interactions with familiar adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Mobile Infant (by 18 months)	SED.CD.mi.1: Participates in routines and experiences that involve give-and-take interaction with familiar adults.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Toddler (by 36 months)	SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Pre 3 (by 48 months)	SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Pre 4 (by 60 months)	SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
Kindergarten	SED.CD.K.6: Recognizes characteristics of a caring relationship.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	SED.CD.K.7: Recognizes characteristics of a hurtful relationship.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Demonstrate mutual respect and utilize strategies to build a safe and productive culture.				
Young Infant (by 8 months)	SED.CD.i.2: Begins to form relationships with consistent caregivers.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Mobile Infant (by 18 months)	SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Toddler (by 36 months)	SED.CD.t.3: Begins to separate from caregiver more easily.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Pre 3 (by 48 months)	SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Pre 4 (by 60 months)	SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Kindergarten	SED.CD.K.8: Demonstrates caring and respect for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
	SED.CD.K.9: Describes active listening.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	N/A			
Toddler (by 36 months)	N/A			
Pre 3 (by 48 months)	SED.CD.p3.4: Expresses interests, acceptance, affection for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Pre 4 (by 60 months)	SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Kindergarten	SED.CD.K.10: Recognizes and defines bullying and teasing. K-2: Illustrates or demonstrates what "tattling" is and what "telling" or "reporting" is.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	SED.CD.K.11: Models positive peer interactions.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Responsible Decision-Making & Problem-Solving				
Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe community.				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	SED.R.mi.1: Shows emerging signs of responding to choices offered by adults to help guide behavior.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Toddler (by 36 months)	SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Pre 3 (by 48 months)	SED.R.p3.1: Begin to understand consequences of own actions with adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Pre 4 (by 60 months)	SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Kindergarten	SED.R.K.1: Identify and illustrate safe and unsafe situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	SED.R.K.2: State the difference between appropriate and inappropriate behaviors.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	SED.R.K.3: Explain the consequences and rewards of individual and community actions.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Demonstrates awareness of personal time and responsibilities within predictable routines.				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Toddler (by 36 months)	SED.R.t.2: Remembers and follows expectations for familiar routines some of the time, but may find it hard to transition from preferred activities.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Pre 3 (by 48 months)	SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Pre 4 (by 60 months)	SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support as needed.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Kindergarten	SED.R.K.4: Identifies activities scheduled for the day and how much time is spent on each.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	SED.R.K.5: Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Develop, implement and model effective problem solving skills				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	SED.R.mi.3: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Toddler (by 36 months)	SED.R.t.3: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states 2.3 Responds appropriately to soothing by adult
Pre 3 (by 48 months)	SED.R.p3.3: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	SED.R.p3.4: Uses simple conflict resolution techniques.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Pre 4 (by 60 months)	SED.R.p4.3: Manages emotions, impulses and behaviors with minimal guidance from adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED.R.p4.4: Attempts to solve social problems independently, by negotiation or with adult assistance.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Kindergarten	SED.R.K.6: Develops self-control skills (e.g., stop, take a deep breath and relax).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED.R.K.7: Identifies and illustrates the problem.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	SED.R.K.8: Identifies desired outcome.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	SED.R.K.9: Identifies possible solutions and the pros and cons of each solution.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	SED.R.K.10: Identifies and selects the best solution.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	SED.R.K.11: Puts the solution into action.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	SED.R.K.12: Reflects on the outcome of the solution.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Personal Development				
Self-Awareness				
Expresses and develops an understanding of thoughts and emotions of self and others.				
Young Infant (by 8 months)	SED.PD.i.1 Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Mobile Infant (by 18 months)	SED.PD.mi.1 Communicates a variety of emotions purposefully and intentionally.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Toddler (by 36 months)	SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express them.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Pre 3 (by 48 months)	SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others with adult support.	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
	SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Pre 4 (by 60 months)	SED.PD.p4.1: Recognizes and identifies more complex emotions in self and others, with accuracy and with adult support.	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
	SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Kindergarten	SED.PD.K.1: Identifies and describes basic emotions.	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
	SED.PD.K.2: Identifies situations that might evoke emotional responses.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	SED.PD.K.3: Identifies positive and negative emotions.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Develops and communicates a sense of self and positive identity.				
Young Infant (by 8 months)	SED.PD.i.2: Begins to understand self as separate person from others.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant (by 18 months)	SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Toddler (by 36 months)	SED.PD.t.2: Shows awareness of self as belonging to one or more groups.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	SED.PD.t.3: Identifies own feelings, needs and interests.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Pre 3 (by 48 months)	SED.PD.p3.3: Describes self by using several basic characteristics.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SED.PD.p3.4: States basic personal information (e.g., name and age).	Adaptive	E. Meeting Social Expectations	4.2 States age
		Adaptive	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	SED.PD.p3.5: Displays awareness of own thoughts and feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Pre 4 (by 60 months)	SED.PD.p4.3: Describes characteristics of self and in relationship to others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SED.PD.p4.4: States more complex personal information, like names of family members or names of neighbors.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Kindergarten	SED.PD.K.4: Identifies personal likes and dislikes.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SED.PD.K.5: Identifies personal strengths and weaknesses.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	SED.PD.K.6: Identifies consequences of behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SED.PD.K.7: Asks clarifying questions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	SED.PD.K.8: Identifies positive responses to problems (e.g., get help, try harder, use a different solution).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	SED.PD.K.9: Identifies people, places and other resources to go for help (e.g., parents, relatives, school personnel).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Self-Management				
Understand and practice strategies for managing emotions and behaviors				
Young Infant (by 8 months)	SED.PD.i.3: Begins to self soothe in simple ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED.PD.i.4: Communicates needs for help through vocalizations and gestures.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Mobile Infant (by 18 months)	SED.PD.mi.3: Self soothes in a variety of ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Toddler (by 36 months)	SED.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Pre 3 (by 48 months)	SED.PD.p3.6: Makes personal needs and desires known.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SED.PD.p3.7: Begins to demonstrate the ability to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterward.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Pre 4 (by 60 months)	SED.PD.p4.5: Expresses preferences in a socially acceptable way most of the time.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	SED.PD.p4.6: Develops strategies to express strong emotion and calm self with adult help.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Kindergarten	SED.PD.K.10: Describes and practices sending effective verbal and nonverbal messages.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	SED.PD.K.11: Recognizes behavior choices in response to situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Reflect on perspectives and emotional responses				
Young Infant (by 8 months)	SED.PD.i.5: Imitates the expression of feelings of those around them.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Mobile Infant (by 18 months)	SED.PD.mi.5: Demonstrates an awareness of others' feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	SED.PD.t.5: May respond to peer's distress by doing something to make him/her feel better.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Pre 3 (by 48 months)	SED.PD.p3.8: Recognizes own feelings when an adult labels them.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Pre 4 (by 60 months)	SED.PD.p4.7: Recognizes and accurately describes own feelings most of the time.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Kindergarten	SED.PD.K.12: Describes common responses to failures and disappointments.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Set, monitor, adapt and evaluate goals to achieve success in social settings.				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	N/A			
Toddler (by 36 months)	N/A			
Pre 3 (by 48 months)	SED.PD.p3.9: Completes own goal-directed activities and recognizes accomplishments while learning rules and values of family and culture.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Pre 4 (by 60 months)	SED.PD.p4.8: Demonstrates age-appropriate independence in decision-making regarding activities and materials.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Kindergarten	SED.PD.K.13: Defines success and the process of goal setting.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SED.PD.K.14: Identifies personal goals and home goals (e.g., dreams, aspirations, hopes).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	SED.PD.K.15: Identifies factors that lead to goal achievement and success (e.g., confidence, motivation, understanding).	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	SED.PD.K.16: Identifies specific steps for achieving a particular goal.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
Social Development				
Social Awareness				
Demonstrate awareness of the thoughts, feelings and perspectives of others.				
Young Infant (by 8 months)	SED.SD.i.1: Reacts to emotional expressions of others.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Mobile Infant (by 18 months)	SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Toddler (by 36 months)	SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	SED.SD.t.2: Responds in caring ways to another's distress in some situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Pre 3 (by 48 months)	SED.SD.p3.1: Expresses concern for the needs of others and people in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Pre 4 (by 60 months)	SED.SD.p4.1: Responds to needs of others and people in distress in caring ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
			E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Kindergarten	SED.SD.K.1: Identifies a range of emotions in others (e.g., identify "sad" by facial expression; identify "mad" by tone of voice).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	SED.SD.K.2: Identifies possible causes for emotions (e.g., losing dog may make you "sad," your birthday may make you "happy").	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	SED.SD.K.3: Identifies possible behaviors and anticipates reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Express comfort and joy in human diversity and develop accurate language for differences.				
Young Infant (by 8 months)	SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
Mobile Infant (by 18 months)	SED.SD.mi.2: Identifies similarities and differences in objects and people.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Toddler (by 36 months)			B. Communicative Understanding	2.1 Recognizes own and familiar names
	SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Pre 3 (by 48 months)	SED.SD.p3.2: Compares own characteristics with those of others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Pre 4 (by 60 months)	SED.SD.p4.3: Recognizes and respects similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Kindergarten	SED.SD.K.4: Describes ways that people are similar and different.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	SED.SD.K.5: Uses respectful language and actions with conflict or differences of opinion.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Interpersonal Skills				
Demonstrate communication and social skills to interact effectively				
Young Infant (by 8 months)	SED.SD.i.3: Shows interest in other children.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	SED.SD.i.4: 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
Mobile Infant (by 18 months)	SED.SD.mi.3: Briefly engages in simple interaction with another child.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Toddler (by 36 months)	SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Pre 3 (by 48 months)	SED.SD.p3.3: Follows rules and simple one-two-step directions.	Social-Communication	B. Communicative Understanding	3 (all)
	SED.SD.p3.4: Begins to display socially competent behavior with peers.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	SED.SD.p3.5: Begins to participate in conversational turn-taking.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
Pre 4 (by 60 months)	SED.SD.p4.5: Displays socially competent behavior with peers.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
		Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	SED.SD.p4.6: Participates in conversational turn-taking by listening and responding to what was said.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Kindergarten	SED.SD.p4.8: Invites other children to join groups or activities.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	SED.SD.K.6: Follows rules that respect classmates' needs and uses polite language (e.g., waits for his or her turn, stands in line, lets classmate finish speaking).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SED.SD.K.7: Uses "I" statements.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	SED.SD.K.8: Pays attention to others when they are speaking.	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	SED.SD.K.9: Understands the importance of respecting personal space.	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	SED.SD.K.10: Recognizes how facial expressions, body language and tone communicate feelings.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	SED.SD.K.11: Takes turns and practices sharing.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	SED.SD.K.12: Practices sharing encouraging comments.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SED.SD.K.13: Identifies and demonstrates good manners.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Develop and maintain positive relationships				
Young Infant (by 8 months)	SED.SD.i.5: Initiates and engages in give-and-take interactions with familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Mobile Infant (by 18 months)	SED.SD.mi.4: Participates in routines and experiences that involve give-and-take interactions with familiar adults.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Toddler (by 36 months)	SED.SD.t.6: Seeks out trusted adult for comfort or support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Pre 3 (by 48 months)	SED.SD.p3.6: Shows interest in having a friend.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Pre 4 (by 60 months)	SED.SD.p4.9: Develops friendships with one or two preferred peers.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	SED.SD.p4.11: Adjusts behavior to different settings.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Kindergarten	SED.SD.K.14: Recognizes how various relationships in life are different.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SED.SD.K.15: Identifies and practices appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
		Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	SED.SD.mi.5: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Toddler (by 36 months)	SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
			B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	SED.SD.t.9: Seeks adult assistance when encountering a problem.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Pre 3 (by 48 months)	SED.SD.p3.7: Begins to resolve conflicts with peers, given adult assistance.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Pre 4 (by 60 months)	SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Kindergarten	SED.SD.K.16: Identifies conflict.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	SED.SD.K.17: Identifies what actions cause conflict.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	SED.SD.K.18: Identifies appropriate and inappropriate ways to resolve conflict.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Communication and Literacy				
Speaking and Listening				
Conversation and Comprehension				
Young Infant (by 8 months)	CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	CL.SL.i.2: Listens to and begins to respond to familiar words.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	CL.SL.i.3: Uses gestures, movements or vocalizations to gain attention of a familiar person.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Mobile Infant (by 18 months)	CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and words.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around them.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs met.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Toddler (by 36 months)	CL.SL.t.1: In a conversation with a peer or caregiver, answers simple questions and begins to ask questions using inflection and intonation.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	CL.SL.t.1a: In a conversation with a peer or caregiver, sustains a conversation with two or more turns.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	CL.SL.t.3: Uses language to seek help, get 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
Pre 3 (by 48 months)	CL.SL.p3.1: Participates in conversations with a small group.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	CL.SL.p3.1a: Begins to follow agreed-upon rules for discussions.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	CL.SL.p3.1b: Continues a conversation through two or three exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	CL.SL.p3.2: Asks and answers "Who, What, Where" questions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
Pre 4 (by 60 months)	CL.SL.p4.1: Participates in conversations in increasing group sizes.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	CL.SL.p4.1a: Follows agreed-upon rules for discussions.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	CL.SL.p4.1b: Continues a conversation through multiple exchanges, while increasingly staying on topic.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	CL.SL.p4.2: Asks and answers questions and makes predictions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten	SL.K.1: Participates in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	SL.K.1a: Follows agreed-upon rules for discussions.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	SL.K.1b: Extends a conversation through multiple exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	SL.K.2: Confirms sequence of events of a read-aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	SL.K.3: Asks and answers questions in order to seek help, get information or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Expressive Language				
Young Infant (by 8 months)	CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	CL.SL.i.5: Uses differing cries to signal various needs.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	CL.SL.i.6: Uses some consonant-vowel (CV) combinations.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Mobile Infant (by 18 months)	CL.SL.mi.4: Demonstrates an understanding of a few simple concepts.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what child says.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
		Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant-vowel combinations
Toddler (by 36 months)	CL.SL.t.4: Uses words to label actions.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	CL.SL.t.5: Uses language to express wants and needs, likes and dislikes.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	CL.SL.t.6: Speaks so that familiar listeners can understand ideas, feelings and needs.	Social-Communication	C. Communicative Expression	1 (all)
Pre 3 (by 48 months)	CL.SL.p3.3: Begins to describe familiar people, places, things and events with support.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CL.SL.p3.4: Begins to describe objects and actions depicted in pictures.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	Social-Communication	C. Communicative Expression	1 (all)
Pre 4 (by 60 months)	CL.SL.p4.3: Able to describe familiar people, places, things and events with support.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of a social exchange
	CL.SL.p4.4: Able to tell another person about what they have drawn.	Literacy	E. Writing	1.2 Verbally labels representational drawings
	CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	Social-Communication	C. Communicative Expression	1 (all)
Kindergarten	SL.K.4: Uses details to describe familiar people, places, things or events with prompting and support.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SL.K.5: Adds drawings or other visual displays to supply additional detail to descriptions.	Literacy	E. Writing	2.1 Makes representational drawings
	SL.K.6: Speak with appropriate volume, enunciation and rate to express thoughts, feelings and ideas clearly.	Social-Communication	C. Communicative Expression	1 (all)

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Language				
Conventions of Language				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	N/A			
Toddler (by 36 months)	CL.IS.t.1: Begins to use frequently occurring nouns and verbs when speaking.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
	CL.IS.t.2: Begins to combine words.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
				1.1 Uses two-word utterances
Pre 3 (by 48 months)	CL.IS.p3.1: Demonstrates an emerging understanding of the conventions of grammar and usage when writing or speaking.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.IS.p3.1a: Begins to make letter-like forms and print some letters.	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	CL.IS.p3.1b: Uses frequently occurring nouns and verbs when speaking.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.IS.p3.1c: Begins to form regular plural nouns orally by adding /s/ or /es/.	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	CL.IS.p3.1d: Understands and uses some question words.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	CL.IS.p3.1e: Uses some prepositions.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.IS.p3.1f: Communicates using at least three- to four-word sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.IS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter-like forms or a series of random letters.	Literacy	E. Writing	3.4 Writes using "scribble writing"
Pre 4 (by 60 months)	CL.IS.p4.1: Demonstrates an emerging command of the conventions of grammar and usage when writing or speaking.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Literacy	E. Writing	3. Writes words using conventional spelling
	CL.IS.p4.1a: Prints some uppercase and lowercase letters.	Literacy	E. Writing	3.2 Prints first name
	CL.IS.p4.1b: Uses basic nouns and verbs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.IS.p4.1c: Begins to form regular plural nouns orally by correctly adding /s/ or /es/ on a more frequent basis.	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	CL.IS.p4.1d: Understands and uses most question words.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	CL.IS.p4.1e: Uses an increasing amount of frequently occurring prepositions.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.IS.p4.1f: Produces complete sentences in shared language activities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	CL.IS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually writing from left to right (may reverse some letters).	Literacy	E. Writing	3.1 Writes using developmental spelling

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	SL.K.7: Demonstrates command of the conventions of standards English grammar and usage when speaking.	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
		Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	SL.K.7.a: Uses frequently occurring nouns and verbs in speech.	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
	SL.K.7.b: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	SL.K.7.c: Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	SL.K.7.d: Uses the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	SL.K.7.e: Produces and expands complete sentences in shared language activities.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	SL.K.8: Uses words and phrases acquired through conversations, reading and read-alouds.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Vocabulary Acquisition and Use				
Young Infant (by 8 months)	CL.LS.i.1: Recognizes the names of familiar people and objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant (by 18 months)	CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around them.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Toddler (by 36 months)	CL.LS.t.3: Shows an understanding of requests and statements referring to familiar people and objects.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Pre 3 (by 48 months)	CL.LS.p3.3: Provides a label when given a child-friendly definition of a familiar word.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Cognitive	D. Reasoning	4. Uses early conceptual comparisons
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	CL.LS.p3.4: Begins to demonstrate an understanding of some frequently occurring verbs and adjectives to name opposites.	Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
		Cognitive	D. Reasoning	3.1 Classifies according to function
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	CL.LS.p3.4a: Distinguishes among a few verbs describing the same general action.	Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
	CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Pre 4 (by 60 months)	CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	CL.LS.p4.4: Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.LS.p4.4a: Distinguishes among some verbs describing the same general action by acting out the meanings.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten	RL.K.11: Determines or clarifies the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	RL.K.11.a: Identifies new meanings for familiar words and applies them accurately (e.g., knowing duck is a bird and learning the verb “duck”).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	RL.K.11.b: Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	RL.K.12: With guidance and support from adults, explores word relationships and nuances in word meanings to expand language comprehension.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	RL.K.12.a: Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	RL.K.12.b: Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	RL.K.12.c: Identifies real-life connections between words and their use (e.g., notes places at school that are colorful).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	RL.K.12.d: Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Speaking and Listening				
Key Ideas and Details				
Young Infant (by 8 months)	CL.L.i.1: Sits on an adult's lap while being read to and gazes at pictures in books and pats individual pictures.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant (by 18 months)	CL.L.mi.1: Responds to a verbal prompt by pointing to a requested picture.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Toddler (by 36 months)	CL.L.t.1: With prompting and support, asks and answers simple questions about a book or story's content using pictures.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	CL.L.t.2: Retells some events from a familiar book or story with close adult prompting.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Pre 3 (by 48 months)	CL.L.p3.1: With prompting and support, asks and answers simple questions about the book or story's content.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a book or story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Pre 4 (by 60 months)	CL.L.p4.1: With prompting and support, asks and answers questions about key details in a book or story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	CL.L.p4.2: With prompting and support, retells books or stories with increasing detail and accuracy.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	CL.L.p4.3: With prompting and support, identifies characters, settings and major events or facts from a book or story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Kindergarten	RI.K.1: With prompting and support, asks and answers questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RI.K.2: With prompting and support, identifies the main topic and retells key details of a text.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	RI.K.3: With prompting and support, describes the connection between two individuals, events, ideas or pieces of information in a text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Structure and Format				
Young Infant (by 8 months)	CL.L.i.2: Shows interest in books, pictures, songs and rhyming.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Mobile Infant (by 18 months)	CL.L.mi.2: Attends to reading books, telling stories and singing.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Toddler (by 36 months)	CL.L.t.3: Actively participates in book reading, storytelling and singing.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	CL.L.t.4: Identifies the front cover of a book to orient the book correctly for reading.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Pre 3 (by 48 months)	CL.L.p3.3: Exhibits curiosity and interest in learning new words.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	CL.L.p3.4: Interacts with a variety of books.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	CL.L.p3.5: Understands that books have both illustrations and print.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	CL.L.p3.6: Identifies the front and back cover of a book.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
Pre 4 (by 60 months)	CL.L.p4.4: Asks and answers questions about unknown words in a book.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	CL.L.p4.5: Interacts with a larger variety of books and text.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	CL.L.p4.6: With prompting and support, describes the role of an author and an illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Kindergarten	RI.K.4: Asks and answers questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RI.K.5: Identifies the front cover, back cover and title page of a book.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	RI.K.6: Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Integration of Knowledge and Ideas				
Young Infant (by 8 months)	CL.L.i.3: Shows interest in photographs of familiar people/objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Mobile Infant (by 18 months)	CL.L.mi.3: Points to familiar pictures in a book.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	CL.L.mi.4: Names familiar people/ objects in photographs.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
Toddler (by 36 months)	CL.L.t.5: Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	CL.L.t.6: Relates characteristics or actions of the characters in a story to self.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	CL.L.t.7: Draws meaning from pictures, print and text.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Pre 3 (by 48 months)	CL.L.p3.7: With prompting and support, makes connections between self, illustrations and the story when talking through the pictures of a book.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	CL.L.p3.8: With prompting and support, compares and contrasts the adventures and experiences of the characters to self.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Pre 4 (by 60 months)	CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	CL.L.p4.9: With prompting and support, answers “wh” questions, such as what, when, where or why, based on information presented in the book or story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Kindergarten	RI.K.7: With prompting and support, describes the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	RI.K.8: With prompting and support, identifies the reasons an author gives to support points in a text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	RI.K.9: With prompting and support, identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Range of Reading and Level of Text Complexity				
Young Infant (by 8 months)	CL.L.i.4: Listens briefly to stories being read by an adult.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant (by 18 months)	CL.L.mi.5: Listens to books and stories being read by an adult.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Toddler (by 36 months)	CL.L.t.8: Engages in reading activities with an adult and one or two peers.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Pre 3 (by 48 months)	CL.L.p3.9: Actively engages in small group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Pre 4 (by 60 months)	CL.L.p4.10: Actively engages in large and small group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Kindergarten	RI.K.13: Actively engages in individual or group readings of informational text with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Foundational Reading Skills				
Print Concepts				
Young Infant (by 8 months)	CL.F.i.1: Explores books by touching, patting and mouthing.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant (by 18 months)	CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Toddler (by 36 months)	CL.F.t.1: Holds a book right side up to look at pictures.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Pre 3 (by 48 months)	CL.F.p3.1: Shows an understanding that print conveys meaning.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	CL.F.p3.1c: Recognizes letters in their name.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
Pre 4 (by 60 months)	CL.F.p4.1: Begins to demonstrate understanding of the organization and basic features of print.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letters.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	CL.F.p4.1c: Recognizes that letters are grouped to form words.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	CL.F.p4.1d: Recognizes and names some uppercase and lowercase letters, in addition to those in first name.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
Kindergarten	RF.K.1: Demonstrates understanding of the organization and basic features of print.	Literacy	E. Writing	3.1 Writes using developmental spelling
	RF.K.1.a: Follows words from left to right, top to bottom and page by page.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	RF.K.1.b: Recognizes that spoken words are represented in written language by specific sequences of letters.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	RF.K.1.c: Understands that words are separated by spaces in print and can point with one-to-one correspondence.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	RF.K.1.d: Recognizes and names all uppercase and lowercase letters of the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals	
Phonological Awareness					
Young Infant (by 8 months)	CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds.	Social-Communication	A. Early Social-Communication	2.1 Coos and gurgles	
	CL.F.i.3: Recognizes sounds that pertain to their native language.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation	
Mobile Infant (by 18 months)	CL.F.mi.2: Shows a varied response to sounds in the environment.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation	
	CL.F.mi.3: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play	
Toddler (by 36 months)	CL.F.t.3: Differentiates between sounds that are the same and different.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound	
	CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play	
Pre 3 (by 48 months)	CL.F.p3.2: Plays with the sounds of language.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play	
	CL.F.p3.2a: Distinguishes whether two words rhyme or not.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words	
	CL.F.p3.2b: Blends compound words and syllables in spoken words.	Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words	
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words	
	CL.F.p3.2c: Identifies two words that start with the same sound.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound	
Pre 4 (by 60 months)	CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds.	Literacy	B. Phonological Awareness	2 (all)	
		Literacy	B. Phonological Awareness	3 (all)	
		Literacy	B. Phonological Awareness	4 (all)	
	CL.F.p4.2a: Recognizes rhyming words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words	
	CL.F.p4.2b: Produces rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt	
	CL.F.p4.2c: Blends syllables in spoken words.	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words	
	CL.F.p4.2d: Segments syllables in spoken word.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words	
	CL.F.p4.2e: With prompting and support, blends and segments initial and ending sounds of single syllable words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds	
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words	
	CL.F.p4.2f: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words	
	CL.F.p4.3: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet	
	Kindergarten	RF.K.2: Demonstrates understanding of phonemes (sounds).	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
		RF.K.2.a: Manipulates (segment, blend or substitute) sounds in the initial, final and medial positions (phonemic awareness).	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
Literacy			B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words	
RF.K.2.b: Isolates and pronounces the initial, medial vowel and final phonemes (sounds)) in threephoneme (consonant-vowel-consonant or CVC) words. This does not include CVC ending with /l/, /r/ or /x/. (Phonemic awareness).		Literacy	B. Phonological Awareness	4 (all)	
RF.K.2.c: Counts, produces, blends and segments syllables in spoken words.		Literacy	B. Phonological Awareness	3 (all)	
RF.K.2.d: Blends and segments onsets and rimes (word families) of single-syllable spoken words.		Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds	
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words	
Fluency					
Young Infant (by 8 months)	N/A				
Mobile Infant (by 18 months)	CL.F.mi.4: Begins to vocalize as if reading when looking at a book.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation	
Toddler (by 36 months)	CL.F.t.5: Imitates reading in play.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end	
Pre 3 (by 48 months)	CL.F.p3.4: Begins to identify own name in print.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print	
Pre 4 (by 60 months)	CL.F.p4.4: Identifies own name in print.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print	
	CL.F.p4.4a: Recognizes and “reads” familiar words or environmental print.	Literacy	A. Awareness of Print Concepts	3 (all)	
Kindergarten	RF.K.4: Reads decodable texts that support instruction.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text	

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Writing				
Young Infant (by 8 months)	CL.W.i.1: Shows ability to transfer and manipulate an object with hands. CL.W.i.2: Grasps objects using the entire hand.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
Mobile Infant (by 18 months)	CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp). CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
Toddler (by 36 months)	CL.W.t.1: Uses thumb and fingers of one hand to hold writing tools. CL.W.t.2: Begins to use drawing to represent objects and ideas.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Pre 3 (by 48 months)	CL.W.p3.1: Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas. CL.W.p3.2: Uses consistent marks to represent their name when writing. CL.W.p3.3: With guidance and support, imitates shapes and strokes. CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas. CL.W.p3.5: Participates in shared writing projects. CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	Literacy	E. Writing	2.1 Makes representational drawings
		Literacy	E. Writing	3.4 Writes using "scribble writing"
		Literacy	E. Writing	3.4 Writes using "scribble writing"
		Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Fine Motor	C. Mechanics of Writing	1. Uses finger to interact with electronic device
		Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
Pre 4 (by 60 months)	CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas. CL.W.p4.2: Recognizably writes most of the letters in their name. CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed. CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing. CL.W.p4.5: Participates in shared research and writing projects. CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	3.2 Prints first name
		Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	W.K.1: Uses a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and states an opinion or preference about the topic or book.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	W.K.2: Uses 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
	W.K.3: Uses 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	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	W.K.5: With guidance and support from adults, responds to questions and suggestions from peers and add details to strengthen writing as needed.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	W.K.6: With guidance and support from adults, explores a variety of digital tools to produce and publish writing, including in collaboration with peers.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	W.K.7: Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	W.K.8: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	W.K.10: Demonstrates command of the conventions of standards English grammar and usage when writing.	Literacy	E. Writing	3. Writes words using conventional spelling
	W.K.10.a: Correctly forms uppercase and lowercase letters with line awareness.	Literacy	E. Writing	3. Writes words using conventional spelling
	W.K.10.b: Uses frequently occurring nouns and verbs in writing.	Literacy	E. Writing	3. Writes words using conventional spelling
	W.K.10.c: Understands and uses question words.	Literacy	E. Writing	3. Writes words using conventional spelling
	W.K.10.d: Uses the most frequently occurring prepositions in written work.	Literacy	E. Writing	3. Writes words using conventional spelling
	W.K.10.e: Produces and expands complete sentences in shared language activities.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	W.K.11: Demonstrates command of the conventions of standard English capitalization, punctuation and spelling when writing.	Literacy	E. Writing	3. Writes words using conventional spelling
	W.K.11.a: Capitalizes the first word in a sentence and the pronoun I.	Literacy	E. Writing	3. Writes words using conventional spelling
	W.K.11.b: Recognizes and names end punctuation.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	W.K.11.c: Writes a letter or letters for most consonant and short vowel sounds.	Literacy	E. Writing	3. Writes words using conventional spelling
	W.K.11.d: Spells simple words phonetically, drawing on knowledge of letter-sound relationships.	Literacy	E. Writing	3.1 Writes using developmental spelling

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Mathematical Knowledge				
Counting and Cardinality				
Know number names and counting sequence.				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	M.CC.mi.1: Names some number words but not in sequence.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Toddler (by 36 months)	M.CC.t.1: Verbally counts in sequence to three.	Math	A. Counting	1.2 Recites numbers 1–3
Pre 3 (by 48 months)	M.CC.p3.1: Counts in sequence to 10.	Math	A. Counting	2.2 Recites numbers 1–10
	M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
Pre 4 (by 60 months)	M.CC.p4.1: Counts in sequence to 20.	Math	A. Counting	3.2 Recites numbers 1–20
	M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
				2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
				3.1 Demonstrates understanding of mathematical meaning of written numerals 11–20
	M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	Math	D. Addition and Subtraction	1.2 Counts forward to 10
Kindergarten	K.CC.1: Counts to 100 by ones and by 10s.	Math	A. Counting	2.2 Recites numbers 1–10
		Math	A. Counting	3.2 Recites numbers 1–20
		Math	A. Counting	4.1 Recites numbers 31–100
		Math	A. Counting	4.2 Recites numbers 1–30
		Math	A. Counting	4. Skip counts by tens to 100
	K.CC.2: Counts forward beginning from a given number within the known sequence (instead of having to begin at 1).	Math	D. Addition and Subtraction	1.2 Counts forward to 10
	K.CC.3: Writes numbers from 0 to 20.	Math	C. Reading and Writing Numbers	1 (all)
		Math	C. Reading and Writing Numbers	2 (all)
		Math	C. Reading and Writing Numbers	3 (all)

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Count to tell the number of objects				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	M.CC.mi.2: Attends to quantities when interacting with objects.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Toddler (by 36 months)	M.CC.t.2: Shows understanding that numbers represent quantity and demonstrates understanding of words that identify how much.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	M.CC.t.3: Shows understanding of one-to-one correspondence.	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
Pre 3 (by 48 months)	M.CC.p3.3: Uses one-to-one correspondence during play situations.	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	M.CC.p3.4: Initiates counting without prompting.	Math	A. Counting	1.2 Recites numbers 1–3
	M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects.	Math	A. Counting	1. Counts out 3 items
Pre 4 (by 60 months)	M.CC.p4.4: Understands that numbers represent quantities and that the last number name identifies the quantity of objects counted (cardinality).	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	M.CC.p4.4a: Uses one-to-one correspondence when counting objects, saying the number names in the standard order pairing with each object.	Math	A. Counting	2. Counts out 10 items
	M.CC.p4.4b: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	M.CC.p4.5: Counts to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as five things in a scattered configuration.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
Kindergarten	K.CC.4: Understands the relationship between numbers and quantities; connects counting to cardinality.	Math	A. Counting	3. Counts out 20 items
	K.CC.4a: When counting objects, says the number names in sequential order, pairing each object with one, and only one, number name and each number name with one, and only one, object.	Math	A. Counting	3. Counts out 20 items
	K.CC.4b: Understands that the last number name said tells the number of objects counted. Understands that the number of objects is the same regardless of their arrangement or the order in which they were counted.	Math	A. Counting	3.1 Counts 20 items to determine "How many?"
	K.CC.4c: Understands successive number name refers to a quantity that is one larger.	Math	A. Counting	3.1 Counts 20 items to determine "How many?"
	K.CC.5: Counts to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects.	Math	A. Counting	3.1 Counts 20 items to determine "How many?"
Compare Numbers				
Young Infant (by 8 months)	M.CC.i.1: Holds an object in each hand.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
Mobile Infant (by 18 months)	M.CC.mi.3: Places objects using one-to-one correspondence but does not fully understand this creates equal groups.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Toddler (by 36 months)	M.CC.t.4: Demonstrates an understanding that one collection has more than another when the collections are quite different in size (e.g., one collection is at least twice the other).	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
Pre 3 (by 48 months)	M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to five.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	M.CC.p3.7: When shown a collection of up to three items, creates another collection of equal amounts.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
Pre 4 (by 60 months)	M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
	M.CC.p4.7: Subitizes to five.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
Kindergarten	K.CC.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g., by using matching and counting strategies).	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
	K.CC.7: Compares two numbers between 1 and 10 presented as written numerals.	Math	C. Reading and Writing Numbers	1.1 Counts 3 items to determine "How many?"
		Math	C. Reading and Writing Numbers	2.1 Counts 10 items to determine "How many?"

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Operations and Algebraic Thinking				
Understand addition as putting together and subtraction as taking from.				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	N/A			
Toddler (by 36 months)	M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	M.OA.t.2: Copies and anticipates a repeating pattern.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Pre 3 (by 48 months)	M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Pre 4 (by 60 months)	M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
		Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	M.OA.p4.3: Identifies patterns in the real world and in numbers.	Math	A. Counting	4.1 Recites numbers 31–100
		Math	A. Counting	4.2 Recites numbers 1–30
Kindergarten	K.OA.1: Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.	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
	K.OA.2: Solves addition and subtraction word problems and adds and subtracts within 10 (e.g., by using objects or drawings to represent the problem).	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	K.OA.3: Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records each decomposition by a drawing or equation	Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
		Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	K.OA.4: For any number from 1 to 9, finds the number that makes 10 when added to the given number (e.g., by using objects or drawings) and records the answer with a drawing or equation.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	K.OA.5: Fluently adds and subtracts within 5.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		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
Measurement and Data				
Describe and compare measurable attributes				
Young Infant (by 8 months)	M.MD.i.1: Explores properties of objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant (by 18 months)	M.MD.mi.1: Shows awareness of the size of objects where the size difference is great.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Toddler (by 36 months)	M.MD.t.1: Starts to use words to describe measurable attributes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Pre 3 (by 48 months)	M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute and begins to use words such as bigger, smaller and longer.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Pre 4 (by 60 months)	M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more than”/“less than” the attribute.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Kindergarten	K.MD.1: Describes measurable attributes of objects (e.g., length or weight). Describes several measurable attributes of a single object.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	K.MD.2: Directly compares two objects with a measurable attribute in common to see which object has “more of”/ “less of” the attribute and describes the difference (e.g., directly compare the heights of two children and describe one child as taller/shorter).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Classify objects and count the number of objects in each category				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	M.MD.mi.2: Matches two objects that are the same and selects similar items from a group.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Toddler (by 36 months)	M.MD.t.2: Groups two or more objects by one attribute.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	M.MD.t.3: Names groups of one to two items (precursor to subitizing).	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
Pre 3 (by 48 months)	M.MD.p.3.2: Sorts objects into two or more groups by their properties or uses.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Pre 4 (by 60 months)	M.MD.p.4.3: Sorts objects into categories, counts the numbers of objects in each category (limit category counts to less than or equal to 10), and makes comparisons between the categories based on quantity.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	M.MD.p.4.4: Collects data by categories to answer simple questions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Kindergarten	K.MD.3: Classifies objects into given categories, counts the numbers of objects in each category, and sorts the categories by count.	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
Geometry				
Identify and describe shapes				
Young Infant (by 8 months)	M.G.i.1: Focuses attention on size, color and shape of objects in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant (by 18 months)	M.G.mi.1: Explores geometric shapes through manipulating objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Toddler (by 36 months)	M.G.t.1: Matches basic shapes with different orientations and sizes. (Circles, squares, typical triangles)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	M.G.t.2: Demonstrates an understanding of simple location/position words.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Pre 3 (by 48 months)	M.G.p.3.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M.G.p.3.2: Describes objects in the environment using names of shapes, uses actions and words to indicate relative positions of these objects.	Cognitive	C. Conceptual Knowledge	4 (all)
Pre 4 (by 60 months)	M.G.p.4.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M.G.p.4.2: Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms.	Cognitive	C. Conceptual Knowledge	4 (all)
Kindergarten	K.G.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to). (Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)	Cognitive	C. Conceptual Knowledge	4 (all)
	K.G.2: Correctly names shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.G.3: Identifies shapes as two dimensional (lying in a plane, "flat") or three-dimensional (solid").	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Analyze, compare, create and compose shapes.				
Young Infant (by 8 months)	M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant (by 18 months)	M.G.mi.2: Uses trial-and-error strategies to fit objects together.	Fine Motor	A. Reach, Grasp, and Release	3 (all)
		Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
Toddler (by 36 months)	M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Pre 3 (by 48 months)	M.G.p3.3: Analyzes and compares shapes of different sizes and orientations and describes similarities, differences, parts and other attributes.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	M.G.p3.4: Plays with and manipulates shapes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Pre 4 (by 60 months)	M.G.p4.3: Analyzes and compares two- and three-dimensional shapes of different sizes and orientations. Describes similarities, differences, parts and other attributes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	M.G.p4.4: Creates shapes during play by building, drawing, etc.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Kindergarten	K.G.4: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K.G.5: Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K.G.6: Composes simple shapes to form larger shapes (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
Science				
Scientific Inquiry				
Young Infant (by 8 months)	S.SI.i.1: Uses senses to investigate their environment by mouthing, touching, shaking or dropping.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant (by 18 months)	S.SI.mi.1: Acts intentionally to achieve a goal or when manipulating an object.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Toddler (by 36 months)	S.SI.t.1: Uses five senses to observe objects, materials, organisms and events.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Pre 3 (by 48 months)	S.SI.p3.1: Observes and experiments with how things work, seeks information from others.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	S.SI.p3.2: Provides simple verbal or signed descriptions.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	S.SI.p3.3: Begins to look for answers through active investigation.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Pre 4 (by 60 months)	S.SI.p4.1: Makes increasingly complex observations of objects, materials, organisms and events.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	S.SI.p4.2: Provides greater detail in descriptions.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	S.SI.p4.3: Asks questions, predicts, experiments, draws conclusions and explains results.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
				4.2 Demonstrates knowledge of properties of change resulting from investigations
Kindergarten	N/A			

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Movement and Simple Machines				
Young Infant (by 8 months)	S.MS.i.1: Occasionally uses simple problem-solving to reach objects. S.MS.i.2: Repeats behaviors to figure out cause and effect.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Mobile Infant (by 18 months)	S.MS.mi.1: Purposefully initiates actions on objects to make things happen. S.MS.mi.2: Notices objects in motion and acts on that object to replicate the motion.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Toddler (by 36 months)	S.MS.t.1: Demonstrates an understanding of basic cause and effect. S.MS.t.2: Acts upon objects to see any novel movement their action causes.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Pre 3 (by 48 months)	S.MS.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.	Cognitive	E. Scientific Discovery	4.1 Draws conclusions about causes of events based on personal experience
Pre 4 (by 60 months)	S.MS.p4.1: Describes and compares the effects of common forces (like push and pull) on objects and the impact of gravity, magnetism and mechanical forces, such as ramps, gears, pendulums and other simple machines. S.MS.p4.2: Recognizes and describes the effect of his/her own actions on objects.	Cognitive	E. Scientific Discovery	2.1 Tries different simple actions to achieve goal
Kindergarten	K-PS2-1: Plans and conducts an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS3-C: Understands the relationship between energy and forces (e.g., a bigger push or pull makes things go faster). K-PS2-2: Analyzes data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull. K-PS2-A: Forces and motion: Understands that pushes and pulls can have different strengths and directions. K-PS2-B: Types of interactions: Understands that when objects touch or collide, they push one another and can change motion.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Living Things				
Young Infant (by 8 months)	S.LT.i.1: Shows interest in animals and living things.	Cognitive	A. Sensory Exploration	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Mobile Infant (by 18 months)	S.LT.mi.1: Shows interest in and engages with living things.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Toddler (by 36 months)	S.LT.t.1: Names familiar objects, animals, body parts. S.LT.t.2: Begins to identify traits of living things, such as the need for food and water to survive.	Social-Communication	C. Communicative Expression	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Pre 3 (by 48 months)	S.LT.p3.1: Notices and asks questions about what is the same and what is the difference between categories of plants and animals. S.LT.p3.2: Understands that living things need water and food.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
Pre 4 (by 60 months)	S.LT.p4.1: Asks/answers questions about objects, organisms and events in their environments. S.LT.p4.2: Understands plants and animals need air, food and water.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Kindergarten	K-LS1-1: Uses observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-C: Organization for Matter and Energy Flow in Organisms: Understands that all animals need food in order to live and grow and that they obtain their food from plants or from other animals. Understands that plants need water and light to live and grow.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Environment and Climate				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	N/A			
Toddler (by 36 months)	S.EC.t.1: Beginning to identify basic weather occurrences.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Pre 3 (by 48 months)	S.EC.p3.1: Makes simple observations of the weather.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Pre 4 (by 60 months)	S.EC.p4.1: Observes and discusses changes in weather and seasons using common weather-related vocabulary.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	S.EC.p4.2: Observes and explains how plants and animals respond to changes in the environment and in seasons.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	S.EC.p4.3: Understands how actions people take may change the environment and the impact actions have on the environment.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	S.EC.p4.4: Demonstrates an understanding that the sun provides light and warmth.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	S.EC.p4.5: Demonstrates an understanding that different weather conditions require different clothing or accessories.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Kindergarten	K-ESS2-1: Uses and share observations of local weather conditions to describe patterns over time.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-ESS2-D: Weather and climate: Understands that weather is the combination of sunlight, wind, snow or rain and temperature in a particular region at a particular time. Understands that people measure these conditions to describe and record the weather and to notice patterns over time.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS3-2: Asks questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings 4. Transfers knowledge
	K-ESS3-B: Natural hazards: Understands that some kinds of severe weather are more likely than others in a given region. Understands that weather scientists forecast severe weather so that communities can prepare for and respond to these events.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-PS3-1: Makes observations to determine the effect of sunlight on Earth's surface.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	K-PS3-2: Uses tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	K-PS3-3-B: Conservations of Energy and Energy Transfer: Understands that sunlight warms the Earth's surface.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Habitats and Human Impact				
Young Infant (by 8 months)	S.HHI.i.1: Observes animals in their natural habitat.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant (by 18 months)	S.HHI.mi.1: Begins to observe and place animals in categories (farm, zoo, etc.).	Cognitive	E. Scientific Discovery	2.3 Makes observations
Toddler (by 36 months)	S.HHI.t.1: Demonstrates an understanding that people and animals can live in different places.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	S.HHI.t.2: Enacts animals' activities in pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Pre 3 (by 48 months)	S.HHI.p3.1: Comments on an animal's appearance, behavior or habitat.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	S.HHI.p3.2: Acquires and uses basic vocabulary for plants, animals and humans.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	S.HHI.p3.3: With adult direction, participates in activities to preserve the environment.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Pre 4 (by 60 months)	S.HHI.p4.1: Demonstrates an understanding that living things exist in different habitats.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	S.HHI.p4.2: Demonstrates ways in which the environment provides natural resources that are needed by people.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	S.HHI.p4.3: Recognizes actions impact the environment.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten	K-ESS3-1: Uses a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS3-A: Natural resources: Understands that living things need water, air and resources from the land, and they live in places that have the things they need; understands that humans use natural resources for everything they do.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS3-3: Communicates solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-ESS3-C: Human Impacts on Earth Systems: Understands things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-ESS2-1: Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Cognitive	E. Scientific Discovery	4. Transfers knowledge 4.1 Communicates results of investigations
	K-ESS2.E: Biogeology: Understands that plants and animals can change their environment.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	K-ESS3-C: Human Impacts on Earth Systems: Understands things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Social Studies				
Community				
Young Infant (by 8 months)	SS.C.i.1 Shows awareness of self and others.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant (by 18 months)	SS.C.mi.1: Prefers familiar adults over strangers.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Toddler (by 36 months)	SS.C.t.1: Identifies family members by name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Pre 3 (by 48 months)	SS.C.p3.1: Names family members by relationships.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Pre 4 (by 60 months)	SS.C.p4.1: Identifies leaders at home and school.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten	Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences.			
	Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Every choice comes with a cost.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Economics				
Young Infant (by 8 months)	SS.E.i.2: Demonstrates a beginning awareness of objects in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant (by 18 months)	SS.E.mi.2: Identifies objects as “mine.”	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Toddler (by 36 months)	SS.E.t.2: Begins to share with others and take turns with adult guidance.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
Pre 3 (by 48 months)	SS.E.p3.2: Trades or exchanges materials or objects with others.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	SS.E.p3.3: Discriminates between “yours” and “mine.”	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
Pre 4 (by 60 months)	SS.E.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	SS.E.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergarten	Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences.			
	Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Every choice comes with a cost.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
Geography				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	SS.G.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
Toddler (by 36 months)	SS.G.t.3: Talks about objects and people in familiar environments.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Pre 3 (by 48 months)	SS.G.p3.4: Uses words to indicate direction.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	SS.G.p3.5: Creates representations of familiar places through various materials, like building a fire station with blocks or drawing a picture of a home.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	SS.G.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Pre 4 (by 60 months)	SS.G.p4.4: Identifies and correctly uses terms related to location, direction and distance.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	SS.G.p4.5: Creates simple “maps” or drawings of familiar places.	Literacy	E. Writing	2.1 Makes representational drawings
	SS.G.p4.6: Matches objects to usual locations and identifies features of familiar places.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Kindergarten	Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences.			
	Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Every choice comes with a cost.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kansas, United States, and World History				
Young Infant (by 8 months)	N/A			
Mobile Infant (by 18 months)	SS.H.mi.4: Recognizes and anticipates familiar routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Toddler (by 36 months)	SS.H.t.4: Identifies routines and common occurrences in his/her life.	Cognitive	B. Imitation and Memory	3. Relates past events
Pre 3 (by 48 months)	SS.H.p3.7: Uses words or phrases that differentiate between events that occur within a timeline of the past, the present and the future (e.g., "when I was a baby..." or "before I moved into my new house...").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Pre 4 (by 60 months)	SS.H.p4.7: Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SS.H.p4.8: Names city and state where he/she lives.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	SS.H.p4.9: Demonstrates an understanding of time in the context of daily experiences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Kindergarten	Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences.			
	Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Every choice comes with a cost.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Creative Arts				
Dance				
Young Infant (by 8 months)	CA.D.i.1: Responds to sounds, visual images and motions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.D.i.2: Moves body when happy and excited.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
Mobile Infant (by 18 months)	CA.D.mi.1: Responds to familiar movement that has a beat or rhythm.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	CA.D.mi.2: Starts and stops with music cues with adult guidance.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	CA.D.mi.2a: Explores bending and stretching, small and big.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	CA.D.mi.3: Controls some body movements.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	CA.D.mi.3a: Demonstrates following simple directions.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Toddler (by 36 months)	CA.D.t.1: Bends, reaches, stretches, rocks, sways, shakes and kicks different parts of the body in response to music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.D.t.2: Stops and starts with music cues.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.D.t.2a: Improvises movement to fast and slow music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	CA.D.t.3: Stops and starts with music cues.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.D.t.3a: Improvises movement to fast and slow music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Pre 3 (by 48 months)	CA.D.p3.1: Explores moving all body parts in isolation.	Gross Motor	B. Movement and Coordination	3 (all)
		Gross Motor	B. Movement and Coordination	4 (all)
		Gross Motor	B. Movement and Coordination	5 (all)
		Gross Motor	B. Movement and Coordination	6 (all)
		Gross Motor	B. Movement and Coordination	7 (all)
	CA.D.p3.1a: Explores cross-lateral movements.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
	CA.D.p3.2: Moves one body part in response to a simple rhythm pattern.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.D.p3.2a: Demonstrates the difference between still and moving.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CA.D.p3.2b: Moves over, under and around objects.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	CA.D.p3.3: Creates high, medium and low shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	CA.D.p3.3a: Explores and creates patterns.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.D.p3.3b: Combines axial and locomotor movements together.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	CA.D.p3.4: Listens to musical cues and teacher instruction.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.D.p3.4a: Dances with purpose attentive to music and instruction.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Pre 4 (by 60 months)	CA.D.p4.1: Explores one body part in conjunction with other body parts, balances on one foot.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	CA.D.p4.1a: Skips, slides, leaps.	Gross Motor	B. Movement and Coordination	7. Skips
	CA.D.p4.2: Dances to music with varying tempos.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.D.p4.2a: Creates simple rhythm patterns and is able to repeat them.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CA.D.p4.2b: Moves through combinations of pathways, straight, zigzag, diagonal and curve.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	CA.D.p4.2c: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	CA.D.p4.3: Creates movement based on imagery from pictures, books or other ideas.	Social-Emotional	D. Independent and Group Activities	3. Initiates and completes independent activities
	CA.D.p4.4: Demonstrates the ability to listen and carry out instruction.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
Kindergarten	CA.D.p4.4a: Demonstrates the ability to create movement and discovery and maintain spatial awareness.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	DA:Pr4.1.K Physical			
	a. Makes still and moving body shapes that show lines (for example, straight, bent and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and works with others to change its dimensions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	b. Demonstrates tempo contrasts with movements that match to tempo of sound stimuli.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	c. Identifies and applies different characteristics to movements (for example, slow, smooth or wavy).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	DA:Pr5.1.K: Physical			
	a. Demonstrates same-side and crossbody locomotor and nonlocomotor movements, body patterning movements and body shapes.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Gross Motor	B. Movement and Coordination	All
	b. Moves safely in general space; starts and stops on cue during activities; group formations; and uses creative explorations while maintaining personal space.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	c. Moves body parts in relation to other body parts and repeats and recalls movements upon request.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	DA:Pr6.1.K: Physical			
	a. Dances for and with others in a designated space.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	b. Selects a prop to use as part of a dance.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Music				
Young Infant (by 8 months)	CA.M.i.1: Attends to sounds through music exposure.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	CA.M.i.2: Begins to make vocal sounds.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	CA.M.i.3: Moves body to music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.M.i.4: Attends to music and rhythm patterns through music exposure.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant (by 18 months)	CA.M.mi.1: Responds physically to various rhythmic patterns in sound.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	CA.M.mi.1a: Vocalizes in response to rhythm.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	CA.M.mi.2: Identifies sources of sounds (i.e., dog, cat, car, etc.).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	CA.M.mi.2a: Moves to music-rhythm.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	CA.M.mi.3: Chooses from variety of objects (instruments/toys).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	CA.M.mi.3a: Explores bringing objects together to make sounds.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	CA.M.mi.4: Follows and tracks various types of music through movement, facial expressions and verbalizations.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Toddler (by 36 months)	CA.M.t.1: Begins to verbalize words to simple songs.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	CA.M.t.2: Responds to tempos presented in a variety of ways (physically, verbally, with instruments).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.M.t.3: Follows simple rhythmic patterns with musical instruments.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Pre 3 (by 48 months)	CA.M.p3.1: Repeats sound and rhythm patterns.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.M.p3.2: Sings familiar, simple songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.M.p3.3: Repeats song patterns and rhythmic movements to music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.M.p3.4: Demonstrates understanding of concepts using vocal and physical movement and instruments, e.g., soft/loud, high/low, fast/slow.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Pre 4 (by 60 months)	CA.M.p4.1: Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.M.p4.2: Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip).	Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	B. Movement and Coordination	7.1 Gallops
	CA.M.p4.3: Creates own songs and movements, including musical instruments.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten	Pr.1.K Physical: With guidance, demonstrates and states personal interest in varied musical selections.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Pr.2.K Physical: With guidance, explores and demonstrates awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Pr.3.K Physical: With guidance, demonstrates an awareness of expressive qualities (such as voice quality, dynamics and tempo) that support the creators' expressive intent.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Pr.4.K.a Physical: With guidance, applies personal, teacher and peer feedback to refine performances.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Pr.4.2.K.b Physical: With guidance, uses suggested strategies in rehearsal to improve the expressive qualities of music.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Pr.5.K.a Physical: With guidance, performs music with expression.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Pr.5.K.b Physical: Performs appropriately for the audience.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Dramatic Play				
Young Infant (by 8 months)	CA.i.10a: Responds to voices.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	CA.DP.i.1a: Repeats sounds vocally and physically.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	CA.DP.i.1b: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
Mobile Infant (by 18 months)	CA.DP.mi.1: Enjoys listening to stories and songs.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.DP.mi.1a: Understands and responds to pictures in books that create a story.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	CA.DP.mi.1b: Initiates and playfully interacts with familiar people.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	CA.DP.mi.2: Demonstrates simple character/animal sounds with motions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	CA.DP.mi.3: Responds to favorite songs, stories, etc., by repeating repetitive phrases of stories at appropriate times or anticipating and verbalizing action of story and responds playfully with props.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Toddler (by 36 months)	CA.DP.t.1: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.DP.t.1a: Recreates the plot of familiar stories or movies.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	CA.DP.t.2: Moves inanimate objects (e.g., toy characters) in a play situation.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	CA.DP.t.3: Shows enjoyment in wearing costumes to pretend to be other than self.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Pre 3 (by 48 months)	CA.DP.p3.1: Retells nursery rhymes and sings simple songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.DP.p3.2: Begins to differentiate between real and pretend.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CA.DP.p3.2a: Participates in songs, stories, fingerplays, chants with voice and body together.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.DP.p3.2b: Begins to change voice, emotion and body in play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.p3.11: Creating:			
	CA.DP.p3.3: Follows simple instructions to recreate story and dramatic movement.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	CA.DP.p3.3a: Uses costumes to become a character in everyday environment.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.DP.p3.3b: Uses props/objects in creative ways to promote and create a story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Pre 4 (by 60 months)	CA.DP.p4.1: Takes a role in acting out a story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CA.DP.p4.1a: Creates dialogue specific to a type of character.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.DP.p4.2: Anticipates story plot and structure of story.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	CA.DP.p4.2a: Participates with others in listening and responding in dramatic role.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.DP.p4.2b: Acts out feelings with body and voice in dramatic play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.DP.p4.3: Creates a story and assigns roles for self and others.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.DP.p4.3a: Repeats dialogue and movement to tell a story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CA.DP.p4.3b: Creates and executes complicated plot with conflict and resolution.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CA.DP.p4.3c: Creates unique characters using imagination.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergarten	N/A			

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Visual Arts				
Young Infant (by 8 months)	CA.VA.i.1: Begins to respond to visual elements present in the environment (light, color, patterns, etc.).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.VA.i.2: Explores and responds to various textures and sensory materials - fabric, water, sand, etc.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant (by 18 months)	CA.VA.mi.1: Scribbles with a crayon.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	CA.VA.mi.2: Examines details of pictures, photographs and illustrations.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.VA.mi.3: Explores sensory materials (e.g., nontoxic paint, finger paint, paper, playdough, sand, etc.).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.VA.mi.4: Repeats actions, sounds, activities, etc.	Cognitive	B. Imitation and Memory	1 (all)
Toddler (by 36 months)	CA.VA.t.1: Grips paint brush, crayons, pipette, spray bottle, etc.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	CA.VA.t.1a: Makes random and disordered scribbles.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	CA.VA.t.2: Explores a variety of art media (e.g., painting, gluing, printing, fingerpainting, clay, etc.).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	CA.VA.t.3: Explores and manipulates sensory materials.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	CA.VA.t.4: Demonstrates self-expression with art materials.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Pre 3 (by 48 months)	CA.VA.p.3.1: Begins to use scissors.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	CA.VA.p.3.1a: Creates visual art with various materials; begins to use color, lines and shapes to communicate meaning.	Literacy	E. Writing	2.1 Makes representational drawings
	CA.VA.p.3.2: Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	CA.VA.p.3.3: Creates work that requires some planning.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CA.VA.p.3a: Works independently to create art.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	CA.VA.p.3.4: Mixes colors to create a new color.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	CA.VA.p.3.4a: Identifies shapes in art.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Pre 4 (by 60 months)	CA.VA.p.4.1: Uses a variety of materials and tools to create art.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	CA.VA.p.4.2: Begins to create drawings that are better defined, more detailed and more realistic.	Literacy	E. Writing	2.1 Makes representational drawings
	CA.VA.p.4.3: Demonstrates understanding of art vocabulary and concepts.	Social-Communication	B. Communicative Understanding	1.2 Uses 50 single words, signs, or symbols
	CA.VA.p.4.4: Discusses own artistic creations and those of others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Kindergarten	Kindergarten Pr4.1.K Presenting: Selects art objects for personal portfolio and display, explains why they were chosen.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Kindergarten Pr5.1.K Presenting: Explains the purpose of a portfolio or collection.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Kindergarten Pr.6.1.K Presenting: Explains what an art museum is and distinguishes how an art museum is different from other buildings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange