



ALIGNMENT

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

WITH

Texas Early Learning and Prekindergarten Guidelines

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

This document aligns the content from the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines [2013] and the Texas Prekindergarten Guidelines [2015] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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Little Texas, Big Futures: Your Early Learning Guide for Infants, Toddlers, and Three-Year-Olds. (2013). Retrieved from: <https://cliengage.org/cli/CLL-website/Little-Texans/ITELG-English.pdf>

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	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Infant, Toddler, and Three-Year-Old Guidelines				
Physical Health and Motor Development				
Health and Well-being				
1. Shows signs of healthy development				
2. Responds when physical needs are met				
3. Expresses physical needs nonverbally or verbally				
4. Participates in physical care routines				
5. Begins to develop self-care skills				
6. Begins to understand safe and unsafe behaviors				
0-8 months infants might	Gaze at object, person, or toy	Social- Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Turn towards sounds and noises	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begin to calm during bathtime	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Babble or coo with caregivers during diaper-changing time	Social- Communication	A. Early Social Communication	2.1 Coos and gurgles
8-18 months older infants might	Feed themselves with some assistance	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Ask, point, or sign for "more" when eating	Social- Communication	A. Early Social Communication	4.1 Make request of others
	Play during bathtime	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Listen to safety warnings and accept redirection	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Show interest in dressing themselves	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
18-36 months toddlers might	Participate in healthy care activities like washing hands and brushing teeth	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Use body language, sign, or say "wet!" to indicate wet or soiled pants	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
	Make personal food choices among several healthy options ("Want apple.")	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Eat with a spoon and fork and drink from a cup with some assistance	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensil
	Dress themselves with help	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Begin to respond to verbal safety warnings ("Danger. Hot.")	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
36-48 months three-year-olds might	Feed themselves with fork and spoon without assistance	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Choose their own clothes to wear and dress themselves	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Participate in healthy care routines, such as using a tissue to wipe own nose, covering mouth when coughing, and brushing teeth	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Alert a caregiver when another child is in an unsafe situation or try to stop an unsafe behavior	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others

Gross Motor Skills

1. Moves body, arms, and legs with increasing coordination

2. Demonstrates increasing balance, stability, control, and coordination

3. Develops increasing ability to change positions and move body from place to place

4. Moves body to achieve a goal

0-8 months infants might	Turn head from side to side and shake or wiggle arms and legs	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Lift head and shoulders	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
	Roll or try to move towards a toy	Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side
	Scoot forward or backwards	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Begin to sit with support	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
	Bat at or kick at toys or things hanging over them	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
Gross Motor		A. Body Control and Weight Transfer	1.1 Kicks legs	
8-18 months older infants might	Sit up and maintain balance while playing with a toy	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Crawl on hands and knees	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Use furniture to pull self up, cruise, and lower self from standing to sitting	Gross Motor	B. Movement and Coordination	2.4 Pulls to kneeling position
	Walk on their own and with increasing speed	Gross Motor	B. Movement and Coordination	5.2 Walks fast
18-36 months toddlers might	Walk easily or run from place to place	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Jump into puddles, piles of leaves, or sandboxes	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Climb on chairs, stools, and playground equipment	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Enjoy playing on slides and swings	Gross Motor	C. Active Play	2.1 Moves swing back and forth
		Gross Motor	C. Active Play	2.3 Goes down small slide
	Kick or throw a large ball toward another child or adult	Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Climb stairs one step at a time	Gross Motor	C. Active Play	2.2 Climbs play equipment

36-48 months three-year-olds might	Walk up and down stairs alternating feet	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	Kick, throw, and catch a large ball with accuracy	Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Run more confidently and ride a tricycle	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Hop or jump	Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
Climb a small jungle gym	Gross Motor	C. Active Play	2.2 Climbs play equipment	

Fine Motor Skills

1. Uses hands or feet to touch objects or people

2. Develops small muscle control and coordination

3. Coordinates eye and hand movements

4. Uses tools and different actions on objects

0-8 months infants might	Look at and follow faces and objects with their eyes	Social- Communication	B. Communicative Understanding	1.2 Looks toward object
	Bat or kick at objects or toys	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
		Gross Motor	A. Body Control and Weight Transfer	1.2 Waves arms
	Begin to grab at things with a purpose but may not hold things well yet	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Point to something they find interesting	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
8-18 months older infants might	Look at objects while bringing them to their mouth	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Bang toys together to make sounds or move toys from one hand to the other	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Scoop or rake with their hand to pick up objects, food, etc.	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Use thumb and index finger to pick up, squeeze, or poke small items	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Grab, drop, or throw toys	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
Fine Motor		A. Reach, Grasp, and Release	3.2 Releases object into nondefined space	
18-36 months toddlers might	Fit objects together by pressing and turning (peg in small hole, ring onto pole, nesting, etc.)	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
		Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Dig in sand with spoon or shovel	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Tear paper	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Put on easy clothing (button and unbutton large buttons, unzip large zippers)	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
		Adaptive	C. Dressing and Undressing	1.3 Takes off front-opening coat, jacket, or shirt
	Play with and complete simple puzzles	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
36-48 months three-year-olds might	Handle or squeeze delicate or tiny objects between thumb and forefinger	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Start using simple tools like safety scissors (cut in a line or around a picture, etc.)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Copy simple shapes and write some letters and numbers	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Dress and undress with minimal help	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
Feed self relatively neatly	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil	

Social and Emotional Development

Trust and Emotional Security

1. Establishes secure relationships with primary caregivers

2. Differentiates between familiar and unfamiliar adults

3. Shows emotional connections and attachment to others while beginning to show independence

0-8 months infants might	Show interest in familiar faces by staring at them	Cognitive	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Imitate familiar adults' body language and sounds	Cognitive	B. Imitation and Memory	1.2 Imitate familiar simple motor action
		Cognitive	B. Imitation and Memory	2.1 Imitate novel vocalization
	Respond with smiles and cooing when picked up by a familiar caregiver	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Follow movement of caregiver around the room with their eyes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Prefer sight, smell, and sound of primary caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show social interaction with a smile and mutual eye gaze	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Stop crying and calm down when comforted by a familiar caregiver	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
8-18 months older infants might	Try to get help from familiar adults with sounds and body language (says "mama" or cries)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Clap and smile back and forth with familiar adult	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Cry or show fear when separated from their primary caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show affection, such as hugs and kisses, leaning in, or reaching out	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Look for familiar adults to comfort them when hungry or tired	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
18-36 months toddlers might	Express affection for familiar caregivers, such as telling a caregiver "love you" or greeting a caregiver excitedly	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Check back with caregiver often when playing or exploring	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Reach for familiar caregivers when unfamiliar adults approach	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Look for familiar caregivers after falling down or getting hurt	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Take a familiar toy or blanket along on a trip or a visit to a new place	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
36-48 months three-year-olds might	Consistently seek out a trusted adult for comfort when they are upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show interest and comfort in playing with and meeting new adults	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Show comfort in new situations	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Self-Awareness

1. Expresses needs and wants through facial expressions, sounds, or gestures

2. Develops awareness of self as separate from others

3. Shows confidence in increasing abilities

4. Shows awareness of relationship to family/community/cultural group

0-8 months infants might	Cry when hungry, uncomfortable, tired, or unhappy	Social- Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Turn head, frown, and/or arch back when over-stimulated	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulations
	Begin to express several clearly different emotions, such as happiness, excitement, and anger	Social-Emotional	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Emotional	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Turn and look at caregiver when their name is called	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulations
	Look at and/or smile at themselves in the mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explore own hands and feet	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Push away bottle, breast, or food, or turn head away when full	Social- Communication	A. Early Social Communication	4.4 Expresses negation or protests
8-18 months older infants might	Express a variety of emotions, like happiness, sadness, surprise, and discomfort	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begin pointing to and naming body parts on themselves and others	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Enjoy making faces at themselves in mirror	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Make choices by shaking head “no” and/or nodding head “yes”	Social- Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Enjoy pointing to or naming pictures of family members	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Choose culturally familiar foods over other foods	Social- Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Enjoy praise and clapping to celebrate their accomplishments	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
18-36 months toddlers might	Recognize and name their own emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	In front of the mirror, point to and name many body parts	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Begin to describe themselves in words (“I run fast!”, “I strong”, “I got brown hair”)	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Show pride in own accomplishments by smiling, clapping, cheering for themselves, or saying, “I did it!”	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Say first and last name when asked	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Use words and actions to assert themselves (“No!”, “Mine!”, while pushing another child away)	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Choose areas to play in or activities they prefer	Social- Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Place their own items in their own cubby or area	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Begin to show comfort in a greater variety of familiar settings important to family, such as church, local library, or neighborhood park	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Name things related to family’s culture (“menorah”, “Christmas tree”, “sari”)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

36-48 months three-year-olds might	Refer to themselves as “I” when speaking (“I can do it.”, “I go with Mommy.”)	Social- Communication	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Express more emotions through words, actions, gestures, and body language	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Show more familiarity with personal space (sit on own carpet square during Circle Time, keep their hands to themselves)	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Make choices, such as clothing or art materials	Social- Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Enjoy being a helper with a special job to do	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Speak about family members and friends who are not present	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Begin to notice how people’s skin color, hair color, and abilities are different or the same	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Be able to speak about familiar community places and activities, such as going to church, post office, or grocery store	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Enjoy joining others in cultural celebrations	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Self-Regulation

1. Begins to manage own behavior and demonstrates increasing control of emotion

2. Shows ability to cope with stress

3. Develops understanding of simple routines, rules or limitations

0-8 months infants might	Turn their head, frown, and/or arch back when over-stimulated	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Seek and respond to comfort from familiar caregivers when frightened or upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Calm when held or gently rocked	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Start sleep/wake cycles	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Show some routine behaviors, such as babbling themselves to sleep and thumb-sucking	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
8-18 months older infants might	Use a comfort object for security, such as blanket or toy, when feeling stressed or upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Look toward familiar caregivers for help when becoming upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Crawl to familiar caregivers who are holding another child	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Express own needs by gesturing or moving toward bottles, toys, or other objects they want	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use emotional expressions (pouting, whining, and crying) to obtain things they want	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Anticipate and participate in transitions, such as getting a blanket for naptime	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Try different ways to calm themselves when they are upset, such as singing themselves to sleep	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Understand what “no” means	Social- Communication	A. Early Social Communication	4.4 Expresses negation or protests
18-36 months toddlers might	Recover from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Use words to obtain things they want	Social- Communication	A. Early Social Communication	4.1 Makes requests of others
	Begin to use various emotion words, such as “I’m mad.”	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Listen to and begin to follow rules	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Change to new or different activities with adult support	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Show beginnings of self-control, such as walking around rain puddles	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Say “no” or shake head when they don’t want to do something or don’t like something	Social- Communication	A. Early Social Communication	4.4 Expresses negation or protests

36-48 months three-year-olds might	Express strong emotions constructively with assistance, such as going to quiet area or asking for a favorite book to be read when upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Stick with difficult tasks without becoming overly frustrated	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Tell a story that shows their feelings ("I was so happy...")	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Know what will happen next in their day, such as knowing that naptime comes after lunch	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Gently handle materials and living things, such as a plant or pet animal	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Follow schedules with few reminders, such as cleaning up toys and joining group activities	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Change behavior for different surroundings, such as running outside and walking inside	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Relationship with Others

1. Shows interest in and awareness of others

2. Responds to and interacts with others

3. Begins to recognize and respond to the feelings and emotions of others and begins to show concern

0-8 months infants might	Show interest in others by watching them and tracking their behaviors	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Cry, laugh, or smile with other infants	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8-18 months older infants might	Look back and forth between toy and adult while playing	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Reach out to touch another child's face, hair, or other body part	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Grab for an object another child is holding	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Play side-by-side with others using the same or similar toys	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
18-36 months toddlers might	Play with toys with other children or include other children in pretend play	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Show interest or concern for another child who is hurt or has fallen	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Know the names of familiar playmates and show favorite playmates by holding hands, sharing toys, and getting excited when friends arrive	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Watch and copy another child's behavior or activity	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Take turns during play with other toddlers, with lots of adult assistance	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
36-48 months three-year-olds might	Initiate play and share toys with friends and adults	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Ask questions about why another child is crying or tell a familiar caregiver when a friend is hurt	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Share and take turns with other children	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Encourage and praise peers	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Express interest in, acceptance of, and affection for others	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Begin to plan play with friends and follow through with actions, such as asking a friend to play in the block center, and then doing so	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Make decisions with other children with adult assistance	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Join others in group activities for brief periods of time	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities

Language and Communication Development

Listening and Understanding

1. Listens with interest to language of others

2. Responds to nonverbal and verbal communication of others

3. Begins to understand the rules of conversation

0-8 months infants might	Turn towards sounds or voice of caregiver	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulations
	Smile when spoken to	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulations
	Watch a person's face and body language when they are talking	Social- Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Respond to body language and directions given by the caregiver (hold their arms out when caregiver reaches for child and says "Let me pick you up.")	Social-Emotional	A. Interaction with Adults	1.2 Responds to familiar adult's positive social behavior
	Respond to different tones of voice, such as becoming excited or calm when spoken to	Social-Emotional	A. Interaction with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Use hand motions and body movements (reaching, clapping, turning) in response to familiar words and phrases	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8-18 months older infants might	Quiet down or get excited when they hear familiar voices	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Look at person who calls their name or is speaking	Social- Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Recognize names of familiar objects (cup, banana, juice, etc.)	Cognitive	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Watch and listen while others speak and then speak or make sounds themselves	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Follow simple requests ("Get your ball.")	Social- Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Respond with body language or words to simple questions	Social- Communication	B. Communicative Understanding	4.1 Answers who, what and where questions
18-36 months toddlers might	Imitate caregiver's different vocal sounds and body language	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Laugh after caregiver says something funny	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Quiet and listen when caregivers say they have something to say	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Let others know when they want a turn to talk (says "me" or "my turn")	Social- Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Follow two-step requests	Social-Emotional	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Show understanding by pointing to or touching a picture in a book or talking about some part of a book	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Begin to talk or converse with other toddlers during play (listening and paying attention to each other)	Social- Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
36-48 months three-year-olds might	Follow three-step directions	Social-Emotional	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Participate in short conversations with expected words and phrases	Social- Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Produce expected responses to different types of requests	Social- Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Ask or gesture for a request to be repeated or clarified	Social- Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Ask a question and wait for an answer from others	Social- Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Provide expected responses to "wh" questions (who, what, where, when, why), as well as other question forms (how, if/then, etc.)	Social- Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	Let others know when they are interrupted by saying "It's my turn."	Social- Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
Know many words and the opposite of those words (tall/short, smooth/rough, light/heavy)	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols	

Communication and Speaking

1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes

2. Imitates sounds, gestures, signs, or words

3. Uses language to engage in simple conversations

0-8 months infants might	Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling)	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begin to imitate sounds like “da” when caregiver says “da”	Social- Communication	A. Early Social Communication	2. Produce speech sound
	Begin to move mouth while looking at caregiver talking	Social- Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Make sounds or signs to get caregiver’s attention	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8-18 months older infants might	Respond to caregiver’s talk by babbling or producing words in reply (“ba-ba-ba” repeated over and over for dialogue)	Social- Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Say first words by 8-12 months	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Try to name familiar people and objects like “mama” and “dada”	Social- Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Use single words combined with hand motions and body movements to communicate (wave while saying “bye-bye”)	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Point or use hand motion to communicate wants or needs	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begin to repeat words in simple songs and rhymes	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
18-36 months toddlers might	Use approximately 50-100 words in home language or in English by 18 months	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Combine words into simple sentences (“Mommy bye-bye” or “milk all gone”)	Social- Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Use new words in everyday experiences (“books in box”)	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Ask caregivers to help name unfamiliar objects	Social- Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use three- to four-word sentences with a noun and a verb	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Use approximately 400 words in home language or in English by 30 months	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
36-48 months three-year-olds might	Use approximately 1000 words in home language or in English by 36 months	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Ask more difficult questions that need more information and clarification (“Why does ___ happen?”)	Social- Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use multiple words to describe and communicate feelings	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Use more abstract words to understand their world (use words like “think”, “know”, “guess”)	Social- Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Speak using the past tense or possessive (“Daddy carried the cake.” “Mommy’s car is blue.”)	Social- Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	Use approximately 4000+ words in home language or in English by 48 months	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

Emergent Literacy

1. Shows interest in songs, rhymes, and stories

2. Develops interest in and involvement with books and other print materials

3. Begins to recognize and understand symbols

4. Begins to develop interests and skills related to emergent writing

0-8 months infants might	Focus attention, move body, or make sounds during familiar songs, fingerplays, or rhymes	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Touch, look at, or make sounds when looking at picture books with adult	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Look at others writing or drawing on paper	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8-18 months older infants might	Imitate body language and/or make sounds during familiar songs, fingerplays, or rhymes	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
	Enjoy being read to and exploring books (in home language and in English)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Point to or name familiar characters, pictures, or photographs in books	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Participate in activities or songs that require listening (listens to songs/ rhymes in English and home language)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Turn pages of sturdy books, look at the pictures, and make sounds or words	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Reach for and hold various writing tools, such as crayons or chalk	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Make marks or scribbles on paper	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
18-36 months toddlers might	Sing along with familiar songs fingerplays, or rhymes	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Enjoy singing familiar songs or saying rhymes with and without adult assistance	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begin to produce real or nonsense words that sound alike	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Enjoy being read to and exploring books and reading materials on their own (in English and in home language)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Ask to be read to and has favorite books	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Pretend to read familiar books	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Name and describe familiar characters, pictures, or photographs in books with adult assistance	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Recall characters or events in familiar books	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Recognize some print or symbols in their surroundings (stop sign, local store sign)	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Make circular scribbles, line marks, or letter-like forms when asked to write	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Try different ways to grip or use writing and drawing tools, such as crayons or paintbrushes	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Identify some letters (the first letter in their name) with assistances	Literacy	C. Alphabet Knowledge	1.4 Name letters in own first name

36-48 months three-year-olds might	Like to repeat phrases in books or nursery rhymes, read aloud as a group	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Enjoy doing "pretend readings" of familiar books and making up a story to match drawings (in English and in home language)	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Enjoy a variety of literacy activities, including shared book reading, listening to recorded stories with headphones, or interacting with e-books	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Recall characters and events or predict what will come next in familiar books without help	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Handle books with increasing skill	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Show increasing understanding that print in most languages is read from left to right, top to bottom, and 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
	Begin to understand that letters are combined to make words	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Recognize some familiar words in print, like their name	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Identify some letters and know some sounds that letters make	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Begin to write letter-like forms and attempt to write from left-to-right and top-to-bottom in English writing	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Attempt to reproduce letters (or characters depending on home language) by copying one or more letters (or characters)	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Use various writing and drawing tools without adult assistance	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Count words in a sentence	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	Break words into syllables (clap syllables in own name)	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words

Cognitive Development

Exploration and Discovery

1. Pays attention and exhibits curiosity in people and objects

2. Uses senses to explore people, objects, and the environment

3. Shows interest in colors, shapes, patterns, and pictures

4. Makes things happen and watches for results and repeats actions

0-8 months infants might	Focus on caregivers' face and follow face or voice	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Turn head when a new person enters the room	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Reach out to touch objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Put objects in their mouth to touch and taste	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Reach out and grab new toys, and turn them over and over to explore or bang them	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Hit or kick toys to make them move over and over	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8-18 months older infants might	Look at books	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Look to see where objects went when they are dropped	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Touch and feel others' faces, skin, or hair	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Enjoy playing with objects that make sounds and pay attention to different sounds objects can make, such as drums, noise makers, or bells	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Ask to continue a game by signing or saying "more"	Social- Communication	A. Early Social Communication	4.1 Makes requests of others
	Push a button on a toy to make objects pop up or to make a sound over and over again	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Sit on a rocking horse or toy and move it back and forth	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Look closely at small objects, such as pieces of paper or leaves	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Put a shape in a box with different shape openings (shape sorters)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
18-36 months toddlers might	Stack blocks or objects	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Notice, point at, or talk about animals or insects	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Pick up rocks, sticks, or other objects when outdoors	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Pour, scoop, and explore sand and water	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Match colors and shapes and sort toys or objects that are alike	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Show interest in mixing colors of water or paints	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Push/pull riding toys in order to make them move	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change	

36-48 months three-year-olds might	Talk about and ask about objects in nature	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Observe and discuss changes in weather	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Name basic colors and shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Copy simple patterns	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Experiment with different objects during play to compare their effects (pushes toy cars down different types of ramps to see which car goes faster)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Repeat actions, such as blowing bubbles or pumping legs on swing, to improve results	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

Problem Solving

1. Experiments with different uses for objects

2. Shows imagination, creativity, and uses a variety of strategies to solve problems

3. Applies knowledge to new situations

4. Begins to develop interests and skills related to numbers and counting

0-8 months infants might	Make sounds, cry, or fuss to get caregiver's attention	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Roll over to get a toy just out of reach	Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side
	Turn objects over to look at and handle them from different positions	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Begin to repeat actions to get an effect (drop a toy to hear it land or bang hands on table)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8-18 months older infants might	Use objects or utensils to bang on table and make noise	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Crawl into, around, or over obstacles	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Attempt to nest three or four cups of different sizes	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Enjoy taking objects out of containers and putting them back in	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Ask, gesture, or sign to be picked up to reach something	Social- Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-36 months toddlers might	Ask for the names of new objects or people ("What's that?" or "Who's that?")	Social- Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Climb on a stool to reach an object	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Experiment with new toys to see how they work	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Turn puzzle pieces many different ways to complete a puzzle	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Count objects while pointing to each one and saying the number (one-to-one correspondence)	Math	A. Counting	1. Count out 3 items
	Offer to trade toys with other children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
36-48 months three-year-olds might	Like to play "hide and seek"	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Show more thought in problem solving (use a bucket to move toys from one place to another)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Complete simple jigsaw puzzles	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Negotiate turn-taking with other children	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Compare and sort objects using one or two features (put all the large red cars together)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Use tools to measure items (scoop into bucket, string to determine length or height)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Apply numbers and counting concepts to daily life (count the number of children at school today)	Math	A. Counting	1. Count out 3 items

Memory

1 . Shows ability to acquire and process new information

2 . Recognizes familiar people, places, and things

3 . Recalls and uses information in new situations

4 . Searches for missing or hidden objects

0-8 months infants might	Look intently at new faces or objects	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smile in recognition of familiar caregiver and show excitement when they enter the room	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Look in appropriate direction for toys that have been dropped or partially covered by a blanket	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
8-18 months older infants might	Enjoy playing peek-a-boo	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Look for hidden objects or toys	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Ask for a familiar caregiver when not present	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Look for a favorite object in its usual location, and ask for it when not present	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Recognize a favorite book when caregiver calls it by name	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18-36 months toddlers might	Bring familiar people their shoes or other personal objects	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Go to the correct location for familiar activity (goes to bathroom when caregiver says “It’s time for your bath”)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Know what sounds animals make and can make the sounds	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Recognize and name people and animals	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Use words and phrases that familiar caregivers use (“Be right back.” or “See you later.”)	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Sing familiar songs over and over	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Bring favorite book to caregiver to have it read to them	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Know familiar words and complete sentences in their favorite books	Literacy	D. Vocabulary and Story Comprehension	2. Retell simple story
36-48 months three-year-olds might	Tell what will happen next in a familiar book	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Answer simple questions about past experiences (“Who took you swimming yesterday?”)	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Recognize familiar driving routes and locations in neighborhood (says, “That’s where Grandma lives!” when approaching her house)	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	Talk about how common objects, such as spoon, hair brush, or pencil, are used	Social- Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Imitation and Make Believe

1. Uses objects in new ways or in pretend play

2. Uses imitation in pretend play to express creativity and imagination

0-8 months infants might	Copy caregiver actions, such as sticking out tongue or clapping hands together	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Imitate playing with a toy, such as shaking, banging, or pushing buttons to make a toy work	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Coo, squeal, or laugh when their caregiver talks and plays games with infant	Social- Communication	A. Early Social Communication	2.1 Coos and gurgles
8-18 months older infants might	Imitate adult actions (waving “bye-bye” or brushing hair)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Play with toys the way they are intended, such as pretending to drink tea from a toy tea cup	Social-Emotional	C. Interaction with Peers	2.2 Uses imaginary Props in play
	Pretend to feed doll or stuffed animal with their own bottle or food	Social-Emotional	C. Interaction with Peers	2.2 Uses imaginary Props in play
18-36 months toddlers might	Imitate adult actions, such as pretending to wipe a dirty table or talking on the phone	Social-Emotional	C. Interaction with Peers	2.1 Enacts roles or identities in imaginary play
	Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished	Social-Emotional	C. Interaction with Peers	2.1 Enacts roles or identities in imaginary play
	Pretend objects are other things, such as a banana for a phone or a block for a car	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Pretend that a doll or stuffed animal has feelings, such as making a crying noise to indicate that the doll is sad	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Play with stuffed animals one day to play “veterinarian” and then to play “farmer” another day	Social-Emotional	C. Interaction with Peers	2.1 Enacts roles or identities in imaginary play
36-48 months three-year-olds might	Reenact actions that have multiple steps that they have seen at an earlier time, such as pretending to get ready for work by making breakfast or putting on jewelry	Social-Emotional	C. Interaction with Peers	2.1 Enacts roles or identities in imaginary play
	Have pretend play scenarios that include different roles (“I’ll be the mommy and you be the baby.”)	Social-Emotional	C. Interaction with Peers	2.1 Enacts roles or identities in imaginary play
	Plan what they are going to pretend before play, such as saying “Let’s play baking!”	Social-Emotional	C. Interaction with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Play with imaginary objects, such as serving an invisible slice of pizza on a plate	Social-Emotional	C. Interaction with Peers	2.2 Uses imaginary Props in play

	TX Child Behavior	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Prekindergarten Guidelines				
Social and Emotional Development Domain				
A. Self Concept				
PK3 Outcome	PK3.I.A.1 Child is building competence in controlling own body movements.	Gross Motor	A. Body Control and Weight Transfer	4.2 Regains balanced, upright sitting position after reaching across body
	PK3.I.A.2 Child can identify own physical attributes and indicate some likes and dislikes when prompted.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	PK3.I.A.3 Child begins to show awareness of own abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
PK4 Outcome	PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.	Social- Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.	Social- Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.	Social- Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.	Social- Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
B. Self-Regulation				
1. Behavior Control				
PK3 Outcome	PK3.I.B.1.a Child follows simple rules and routines when assisted by adults.	Social- Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	PK3.I.B.1.b Child takes care of and manages classroom materials with adult assistance.	Social- Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	PK3.I.B.1.c Child manages own behavior with adult guidance and assistance.	Social- Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
PK4 Outcome	PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.	Social- Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	PK4.I.B.1.b Child takes care of and manages classroom materials.	Social- Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.	Social- Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

2. Emotional Control				
PK3 Outcome	PK3.I.B.2.a Child recognizes and expresses a range of emotions.	Social- Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).	Social- Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	PK3.I.B.2.c Child manages intensity of emotions with adult assistance.	Social- Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
PK4 Outcome	PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.	Social- Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.	Social- Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.	Social- Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
3. Control of Attention				
PK3 Outcome	PK3.I.B.3.a Child focuses attention on one task at a time but may not stay with it to completion.	Social- Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	PK3.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.	Social- Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
PK4 Outcome	PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	Social- Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.	Social- Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities

C. Relationships with Others

By around 48 months of age	PK3.I.C.1 Child forms positive relationships with adults and peers.	Social- Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	PK3.I.C.2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.	Social- Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	PK3.I.C.3 Child shows interest in peer play but may be less skilled in initiating and joining a group.	Social- Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	PK3.I.C.4 Child enjoys parallel and associative play with peers.	Social- Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	PK3.I.C.5 Child seeks adult help when experiencing conflicts with another child.	Social- Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	PK3.I.C.6 Child responds with concern when a child or adult is distressed.	Social- Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	PK3.I.C.7 Child interacts with peers and may have preferred friends.	Social- Emotional	C. Interactions with Peers	1. Maintains interaction with peer
End of Prekindergarten Year Outcomes	PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.	Social- Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.	Social- Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	PK4.I.C.3 Child shows competence in initiating social interactions.	Social- Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social- Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.	Social- Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	PK4.I.C.6 Child demonstrates empathy and caring for others.	Social- Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
PK4.I.C.7 Child interacts with peers and has preferred friends.	Social- Emotional	C. Interactions with Peers	3. Maintains cooperative activity	

D. Social Awareness

PK3 Outcome	PK3.I.D.1 Child shows interest in other people and their feelings.	Social- Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
PK4 Outcome	PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.	Social- Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Emergent Literacy: Language and Communication Domain

A. Listening Comprehension

PK3 Outcome	PK3.II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.	Social- Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	PK3.II.A.2 Child shows understanding by following two-step verbal directions.	Social- Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
PK4 Outcome	PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.	Social- Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	PK4.II.A.2 Child shows understanding by following three-step verbal directions.	Social- Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

B. Speaking (Conversation)

PK3 Outcome	PK3.II.B.1 Child uses language to communicate basic needs and wants.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.	Social- Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	PK3.II.B.3 Child is able to communicate basic information in familiar social settings.	Social- Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	PK3.II.B.4 Child begins to use appropriate language for different situations.	Social- Communication	D. Social Use of Language	1.1 Follows social conventions of language
PK4 Outcome	PK4.II.B.1 Child uses language for multiple purposes.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.	Social- Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	PK4.II.B.3 Child provides appropriate information in various settings.	Social- Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	PK4.II.B.4 Child matches language to social contexts.	Social- Communication	D. Social Use of Language	1.1 Follows social conventions of language

C. Articulation

PK3 Outcome	PK3.II.C.1 Child's speech is understood by familiar adults and peers.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	PK3.II.C.2 Child begins to mimic intonation of language through songs and fingerplay.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
PK4 Outcome	PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
		Literacy	B. Phonological Awareness	2. Segments compound words into component words
	PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words

D. Vocabulary

PK3 Outcome	PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	PK3.II.D.2 Child understands (receptive) the instructional language of the classroom.	Social- Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	Social- Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
PK4 Outcome	PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.	Social- Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

E. Sentences and Structure

PK3 Outcome	PK3.II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	PK3.II.E.2 Child begins to use regular plurals and regular past tense correctly.	Social- Communication	C. Communicative Expression	2.2 Uses regular plural nouns
		Social- Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	PK3.II.E.3 Child uses simple sentence structures with at least one idea.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.	Social- Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues	
PK4 Outcome	PK4.II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	Social- Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		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
	PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
		Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.	Social- Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
		Social- Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Emergent Literacy: Reading Domain

A. Motivation to Read

PK3 Outcome	PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	PK3.III.A.2 Child tells a story by looking at pictures or from memory.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	PK3.III.A.3 Child notices and connects meaning to environmental print.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
PK4 Outcome	PK4.III.A.1 Child engages in story-related pre-reading activities.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures

B. Phonological Awareness

PK3 Outcome	PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	PK3.III.B.3 Child recognizes the individual words in a compound word.	Literacy	B. Phonological Awareness	2. Segments compound words into component words
	PK3.III.B.4 <i>*Three-year olds do not typically develop word manipulation skills, so no outcome is included*</i>			
	PK3.III.B.5 Child participates in oral syllabication activities.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	PK3.III.B.8 Child participates in onset-rime blending activities (in English only).	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	PK3.III.B.9 <i>*Three-year olds do not typically develop phonemic awareness, so no outcome is included*</i>			
PK4 Outcome	PK4.III.B.1 Child identifies the individual words in a spoken sentence.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	PK4.III.B.2 Child distinguishes differences between similar-sounding words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.	Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
	PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.	Literacy	B. Phonological Awareness	2. Segments compound words into component words
	PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	PK4.III.B.6 Child identifies rhyming words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	PK4.III.B.7 Child identifies alliterative words with pictorial support.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
	PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words

C. Alphabet Knowledge

PK3 Outcome	PK3.III.C.1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	PK3.III.C.2 Child identifies the letter associated with the sound of the first letter of his name.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	PK3.III.C.3 Child produces the correct sound for the first letter of his name.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
PK4 Outcome	PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet

D. Comprehension of Text

PK3 Outcome	PK3.III.D.1 Child re-enacts a story after it has been read aloud.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	PK3.III.D.2 Child makes personal connections to books read aloud.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	PK3.III.D.3 Child asks and answers age-appropriate questions about a book.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	PK3.III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
PK4 Outcome	PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	PK4.III.D.4 Child makes inferences and predictions about a text.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story

E. Concepts of Print

PK3 Outcome	PK3.III.E.1 Child can distinguish between pictures and print.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	PK3.III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
PK4 Outcome	PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures

Emergent Literacy: Writing Domain

A. Motivation to Write Skills

PK3 Outcome	PK3.IV.A.1 Child engages in free-choice drawing and writing activities.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
PK4 Outcome	PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	Literacy	E. Writing	2.1 Makes representational drawings
	PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

B. Writing as a Process

PK3 Outcome	PK3.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	PK3.IV.B.2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	PK3.IV.B.3 Child shares written products with others.	Literacy	E. Writing	1.1 Dictates description of drawing
PK4 Outcome	PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	PK4.IV.B.3 Child shares and celebrates class-made and individual written products.	Social- Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

C. Conventions in Writing

PK3 Outcome	PK3.IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter).	Literacy	E. Writing	3.2 Prints first name
	PK3.IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	PK3.IV.C.3 Child begins to write using letter-like forms.	Literacy	E. Writing	3.1 Writes using developmental spelling
	PK3.IV.C.4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	PK3.IV.C.5 <i>*There is not enough research to support the inclusion of a PK3 outcome*</i>			
PK4 Outcome	PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.	Literacy	E. Writing	3.2 Prints first name
	PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.	Literacy	E. Writing	3.1 Writes using developmental spelling
	PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words	Literacy	E. Writing	3. Writes words using conventional spelling
	PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).	Literacy	E. Writing	3.4 Writes using “scribble writing”
	PK4.IV.C.5 Child begins to experiment with punctuation when writing.	Literacy	E. Writing	3.1 Writes using developmental spelling

Mathematics Domain

A. Number Sense

PK3 Outcome	PK3.V.A.1 Child rote counts from 1 to 10.	Math	A. Counting	2.2 Recites numbers 1–10
	PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence.	Math	A. Counting	2. Counts out 10 items
	PK3.V.A.3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	Math	A. Counting	2. Counts out 10 items
	PK3.V.A.4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	PK3.V.A.5 Child recognizes numerals 0-5.	Math	C. Reading and Writing	1.1 Demonstrates understanding of mathematical meaning of written
	PK3.V.A.6 Child represents quantities up to 5.	Math	A. Counting	1. Compares items in sets to 5 by counting
	PK3.V.A.7 <i>*There is not enough research to support the inclusion of a PK3 outcome*</i>			
	PK3.V.A.8 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).	Math	B. Quantitative Relations	1 (All)
PK4 Outcome	V.A.1. Child knows that objects, or parts of an object, can be counted.	Math	A. Counting	2. Counts out 10 items
	PK4.V.A.1 Child rote counts from 1 to 30.	Math	A. Counting	4.2 Recites numbers 1–30
	PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.	Math	A. Counting	2. Counts out 10 items
	V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	Math	A. Counting	4. Skip counts by tens to 100
	PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	PK4.V.A.5 Child recognizes numerals 0-10.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	PK4.V.A.6 Child represents quantities up to 10.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
	PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).	Math	B. Quantitative Relations	2 (all)
B. Joining and Separating				
PK3 Outcome	PK3.V.B.1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	PK3.V.B.2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
PK4 Outcome	PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy

C. Geometry and Spatial Sense

PK3 Outcome	PK3.V.C.1 Child names and describes common 2D shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	PK3.V.C.3 Child begins to use language to describe position of objects.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	PK3.V.C.4 Child recognizes common shapes, regardless of size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
PK4 Outcome	PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK4.V.C.2 Child creates shapes using materials and/or manipulatives.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK4.V.C.3 Child demonstrates use of position words.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

D. Measurement

PK3 Outcome	PK3.V.D.1 Child understands that lengths of objects can vary and be compared.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK3.V.D.2 Child begins to recognize capacity based on how much space exists within an object.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK3.V.D.3 Child understands that weights of objects can vary and be compared.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK3.V.D.4 Child shows awareness of the passage of time within a day.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
PK4 Outcome	PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	PK4.V.D.3 Child recognizes and compares weights of objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

E. Classification and Patterns

PK3 Outcome	PK3.V.E.1 Child sorts objects that are the same and different.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	PK3.V.E.2 Child participates in group activities of collecting data and organizing it into graphic representations.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	PK3.V.E.3 Child recognizes and duplicates patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
PK4 Outcome	PK4.V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	PK4.V.E.2 Child collects data and organizes it in a graphic representation.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Science Domain				
A. Physical Science				
PK4 Outcome	PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	PK4.VI.A.3 Child uses simple scientific tools to learn about objects.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
B. Life Science				
PK4 Outcome	PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
C. Earth and Space Science				
PK4 Outcome	PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Social Studies Domain				
A. People Past and Present				
PK4 Outcome	PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	PK4.VII.A.3 Child connects his life to events, time, and routines.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
B. Economics				
PK4 Outcome	PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.	Social- Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

C. Geography				
PK4 Outcome	PK4.VII.C.1 Child identifies and creates common geographic features.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	PK4.VII.C.2 Child explores geography tools and resources.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
D. Citizenship				
PK4 Outcome	PK4.VII.D.1 Child identifies the United States and Texas flag.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.	Social- Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	PK4.VII.D.3 The child engages in voting as a method for group decision-making.	Social- Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Fine Arts Domain				
A. Art				
PK4 Outcome	PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.	Cognitive	E. Scientific Discovery	1.2 Use senses to explore
	PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
B. Music				
PK4 Outcome	PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	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
	PK4.VIII.B.2 Child responds to different musical styles through movement and play.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
C. Dramatic Expression				
PK4 Outcome	PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.	Social- Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
Physical Development Domain				
A. Gross Motor Development				
PK3 Outcome	PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
	PK3.IX.A.2 Child engages in movement sequences with adult support.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
PK4 Outcome	PK4.IX.A.1 Child demonstrates coordination and balance in isolation.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs

B. Fine Motor Development

PK3 Outcome	PK3.IX.B.1 Child experiments with a variety of fine motor tasks but may lack strength and control.	Fine Motor	B. Functional Skill Use	1. Activates object with finger
		Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
		Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	PK3.IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
PK4 Outcome	PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

C. Personal Safety and Health

PK4 Outcome	PK4.IX.C.1 Child practices good habits of personal safety.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	PK4.IX.C.2 Child practices good habits of personal health and hygiene.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	PK4.IX.C.3 Child identifies good habits of nutrition and exercise.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

Technology Applications Domain

Technology and Devices

PK4 Outcome	PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	PK4.X.A.5 Child practices safe behavior while using digital tools and resources.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules