



ALIGNMENT

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

WITH
**California Infant/Toddler Learning and Development
Foundations and Preschool/Transitional
Kindergarten Learning Foundations**

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the California Infant/Toddler Learning & Development Foundations and Preschool/Transitional Kindergarten Learning Foundations

This document aligns California Infant/Toddler Learning and Development Foundations [2009] and Preschool/Transitional Kindergarten Learning Foundations [2023] 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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Infant/Toddler Learning and Development Foundations

Social-Emotional Development

Foundation: Interactions with Adults

The developing ability to respond to and engage with adults

8 months	Attend to an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close. (5–8 mos.; Parks 2004; Johnstone and Scherer 2000, 222)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Take the infant care teacher's hands and rock forward and backwards as a way of asking her to sing a favorite song. (8 mos.; Gustafson, Green, and West 1979; Kaye and Fogel 1980)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Engage in games such as pat-a-cake and peek-a-boo. (7–9 mos.; Coplan 1993, 3)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Make eye contact with a family member.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Vocalize to get an infant care teacher's attention.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18 months	Move close to the infant care teacher and hold his hand when a visitor enters the classroom but watch the visitor with interest. (18 mos.; Meisels and others 2003)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Bring a familiar object to an adult when asked. (15–18 mos.; Parks 2004)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Allow an unfamiliar adult to get close only after the adult uses an object to bridge the interaction, such as showing interest in a toy that is also interesting to the child. (18 mos.; Meisels and others 2003)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Watch, and then help the infant care teacher as she prepares snack.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Seek reassurance from the infant care teacher when unsure if something is safe. (10–12 mos.; Fogel 2001, 305; Dickstein and Parke 1988; Hirshberg and Svejda 1990)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
36 months	Participate in storytelling with the infant care teacher. (30–36 mos.; Parks 2004)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Tell a teacher from the classroom next door about an upcoming birthday party. (36 mos.; Parks 2004)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Help the infant care teacher bring in the wheeled toys from the play yard at the end of the day.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Ask a classroom visitor her name.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Foundation: Relationships with Adults

The development of close relationships with certain adults who provide consistent nurturance

8 months	Seek comfort from the infant care teacher by crying and looking for him/her. (7 mos.; Lamb, Bornstein, and Teti 2002, 372)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Cry out or follow after a parent when dropped off at the child care program. (6–9 mos.; Ainsworth 1967, 4)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Lift his/her arms to be picked up by the special infant care teacher. (8 mos.; Meisels and others 2003, 17; Ainsworth 1967, 5)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Crawl toward a parent when startled by a loud noise. (8.5 mos.; Marvin and Britner 1999, 52)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Turn excitedly and raise his/her arms to greet a family member at pick-up time. (8 mos.; Ainsworth 1967, 5)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18 months	Run in wide circles around the outdoor play area, circling back each time and hug the legs of the infant care teacher before running off again.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Snuggle with the special infant care teacher when feeling tired or grumpy.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Wave at the special infant care teacher from the top of the slide to make sure he/she is watching.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Follow a parent physically around the room.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Play away from the infant care teacher and then move close to him from time to time to check in. (12 mos.; Davies 2004, 10)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
36 months	Feel comfortable playing on the other side of the play yard away from the infant care teacher, but cry to be picked up after falling down. (24–36 mos.; Lamb, Bornstein, and Teti 2002, 376)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Call “Mama!” from across the room while playing with dolls to make sure that the mother is paying attention. (24–36 mos.; Schaffer and Emerson 1964)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Call for a family member and look out the window for him/her after being dropped off at school. (24–36 mos.; Marvin and Britner 1999, 56)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Communicate “This is our favorite part” when reading a funny story with the infant care teacher.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Bring the grandmother’s favorite book to her and express, “One more?” to see if she will read one more book, even though she has just said, “We’re all done reading. Now it’s time for nap.” (Teti 1999; 18–36 mos.; Marvin and Britner 1999, 59)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Cry and look for the special infant care teacher after falling.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Seek the attention of the special infant care teacher and communicate, “Watch me!” before proudly displaying a new skill.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

Foundation: Interactions with Peers

The developing ability to respond to and engage with other children

8 months	Watch other children with interest. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Touch the eyes or hair of a peer. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attend to a crying peer with a serious expression. (7 mos.; American Academy of Pediatrics 2004, 212)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Laugh when an older sibling or peer makes a funny face. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Hit another child who takes a toy. (18 mos.; Meisels and others 2003, 35)	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Offer a book to another child, perhaps with encouragement from the infant care teacher. (18 mos.; Meisels and others 2003, 35)	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Tickle another child, get tickled back, and tickle him again. (18 mos.; Meisels and others 2003, 35)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Engage in reciprocal play, such as run-and-chase or offer-and-receive. (12–13 mos.; Howes 1988, v; 10–12 mos.; Ross and Goldman 1977)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Play ball with a peer by rolling the ball back and forth to each other. (12–15 mos.; Parks 2004; 9–16 mos.; Frankenburg and others 1990)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
36 months	Communicate with peers while digging in the sandbox together. (29–36 mos.; Hart and Risley 1999, 124)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Act out different roles with peers, sometimes switching in and out of his/her role. (By 36 mos.; Segal 2004, 44)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Build a tall tower with one or two other children. (36 mos.; Meisels and others 2003, 70)	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Hand a peer a block or piece of railroad track when building.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects

Foundation: Relationships with Peers

The development of relationships with certain peers through interactions over time

8 months	Watch other children with interest. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Touch the eyes or hair of a peer. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attend to a crying peer with a serious expression. (7 mos.; American Academy of Pediatrics 2004, 212)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Laugh when an older sibling or peer makes a funny face. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Try to get the attention of another child by smiling at him or babbling to him (6–9 mos.; Hay, Pederson, and Nash 1982)	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

18 months	Play the same kind of game, such as run-and-chase, with the same peer almost every day. (Howes 1987, 259)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Choose to play in the same area as a friend. (Howes 1987, 259)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
36 months	Choose to play with a sibling instead of a less familiar child. (24–36 mos.; Dunn 1983, 795)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Exhibit sadness when the favorite friend is not at school one day. (24–36 mos.; Melson and Cohen 1981)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Seek one friend for running games and another for building with blocks. (Howes 1987)	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Play “train” with one or two friends for an extended period of time by pretending that one is driving the train and the rest are riding.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Foundation: Identity of Self in Relation to Others

The developing concept that the child is an individual operating within social relationships

8 months	Respond to someone who calls his/her name. (5–7 mos.; Parks 2004, 94; 9 mo.; Coplan 1993, 2)	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Turn toward a familiar person upon hearing his/her name. (6–8 mos.; Parks 2004, 94; 8 mos.; Meisels and others 2003, 18)	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Look at an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close. (5–8 mos.; Parks 2004; Johnstone and Scherer 2000, 222)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Wave arms and kick legs when a parent enters the room.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Cry when the favorite infant care teacher leaves the room. (6–10 mos.; Parks 2004)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
18 months	Point to or indicate parts of the body when asked. (15–19 mos.; Parks 2004)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Express thoughts and feelings by saying “no!” (18 mos.; Meisels and others 2003)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Move excitedly when approached by an infant care teacher who usually engages in active play.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
36 months	Use pronouns such as I, me, you, we, he, and she. (By 36 mo.; American Academy of Pediatrics 2004, p. 307)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Say own name. (30–33 mos.; Parks 2004, 115)	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Begin to make comparisons between self and others; for example, communicate, “_____ is a boy/girl like me.”	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Name people in the family.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Point to pictures of friends and say their names.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Communicate, “Do it myself!” when the infant care teacher tries to help.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Foundation: Recognition of Ability

The developing understanding that the child can take action to influence the environment

8 months	Pat a musical toy to try to make the music come on again. (5–9 mos.; Parks 2004)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Raise arms to be picked up by the infant care teacher. (6–9 mos.; Fogel 2001, 274)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Initiate a favorite game; for example, hold out a foot to a parent to start a game of “This Little Piggy.” (8 mos.; Meisels and others 2003; 6–9 mos.; Fogel 2001, 274)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Gesture at a book and smile with satisfaction after the infant care teacher gets it down from the shelf. (8 mos.; Meisels and others 2003)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
18 months	Roll a toy car back and forth on the ground and then push it really hard and let go to see what happens. (18 mos.; McCarty, Clifton, and Collard 1999)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Clap and bounce with joy after making a handprint with paint. (12–18 mos.; Sroufe 1979; Lally and others 1995, 71)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Squeeze a toy in different ways to hear the sounds it makes. (Scaled score of 10 for 13:16–14:15 mos.;* Bayley 2006)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Smile after walking up a steep incline without falling or carrying a bucket full of sand from one place to another without spilling.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Proudly hold up a book hidden in a stack after being asked by the infant care teacher to find it.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
36 months	Communicate, “I take care of the bunny” after helping to feed the class rabbit. (18–36 mos.; Lally and others 1995, 71)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Finish painting a picture and hold it up to show a family member.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Complete a difficult puzzle for the first time and clap or express, “I’m good at puzzles.”	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Foundation: Expression of Emotion

The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words

8 months	Exhibit wariness, cry, or turn away when a stranger approaches. (6 mos.; Lamb, Bornstein, and Teti 2002, 338; Fogel 2001, 297; 7–8 mos.; Lewis 2000a, 277)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Be more likely to react with anger than just distress when accidentally hurt by another child. (later in the first year; Lamb, Bornstein, and Teti 2002, 341)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Express fear of unfamiliar people by moving near a familiar infant care teacher. (8 mos.; Bronson 1972)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Stop crying and snuggle after being picked up by a parent.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Show surprise when the infant care teacher removes the blanket covering his/her face to start a game of peek-a-boo.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action

CA Foundations		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
18 months	Show affection for a family member by hugging. (8–18 mos.; Lally and others 1995; Greenspan and Greenspan 1985, 84)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Express jealousy by trying to crowd onto the infant care teacher's lap when another child is already sitting there. (12–18 mos.; Hart and others 1998)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Express anger at having a toy taken away by taking it back out of the other child's hands or hitting him/her. (18 mos.; Squires, Bricker, and Twombly 2002, 115)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Smile directly at other children when interacting with them. (18 mos.; Squires, Bricker, and Twombly 2002, 115)	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Express pride by communicating, "I did it!" (15–24 mos.; Lewis and others 1989; Lewis 2000b)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
36 months	Hide face with hands when feeling embarrassed. (Lagattuta and Thompson 2007)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use words to describe feelings; for example, "I don't like that." (24–36 mos.; Fogel 2001, 414; 24–36 mos.; Harris and others 1989; Yuill 1984)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Communicate, "I miss Grandma," after talking on the phone with her. (24–36 mos.; Harris and others 1989; Yuill 1984)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Act out different emotions during pretend play by "crying" when pretending to be sad and "cooing" when pretending to be happy. (Dunn, Bretherton, and Munn 1987)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Express guilt after taking a toy out of another child's cubby without permission by trying to put it back without anyone seeing. (Lagattuta and Thompson 2007)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Foundation: Empathy				
The developing ability to share in the emotional experiences of others				
8 months	Stop playing and look at a child who is crying. (7 mos.; American Academy of Pediatrics 2004, 212)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Laugh when an older sibling or peer makes a funny face. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Return the smile of the infant care teacher.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Grimace when another child cries. (Older than 6 mos.; Wingert and Brant 2005, 35)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

CA Foundations
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items

18 months	Offer to help a crying playmate by bringing his own mother over. (13–15 mos.; Wingert and Brant 2005, 35)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Try to hug a crying peer. (18 mos.; Thompson 1987, 135)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Bring his/her own special blanket to a peer who is crying. (13–15 mos.; Wingert and Brant 2005, 35)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Become upset when another child throws a tantrum.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Gently pat a crying peer on his/her back, just like his/her infant care teacher did earlier in the day. (16 mos.; Bergman and Wilson 1984; Zahn-Waxler and others 1992)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Hit a child who is crying loudly.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Stop playing and look with concerned attention at a child who is screaming.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Move quickly away from a child who is crying loudly.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
36 months	Do a silly dance in an attempt to make a crying peer smile. (24–36 mos.; Dunn 1988)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Communicate, "Lucas is sad because Isabel took his cup." (36 mos.; Harris and others 1989; Yuill 1984)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Comfort a younger sibling who is crying by patting his back, expressing "It's okay" and offering him a snack. (Denham 1998, 34)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Communicate, "Mama sad" when the mother cries during a movie. (24–36 mos.; Dunn 1994; Harris 2000, 282).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Communicate, "Olivia's mama is happy" and point to or indicate the illustration in the picture book. (24 mos.; Harris 2000, 282).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Get an infant care teacher to help a child who has fallen down and is crying.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Foundation: Emotion Regulation

The developing ability to manage emotional responses, with assistance from others and independently

8 months	Turn away from an overstimulating activity. (3–12 mos.; Rothbart, Ziaie, and O’Boyle 1992)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Vocalize to get a parent’s attention. (6.5–8 mos.; Parks 2004, 126)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Lift arms to the infant care teacher to communicate a desire to be held. (7–9 mos.; Coplan 1993, 3; 5–9 mos.; Parks 2004, 121)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Turn toward the infant care teacher for assistance when crying. (6–9 mos.; Fogel 2001, 274)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Cry after her hand was accidentally stepped on by a peer and then hold the hand up to the infant care teacher to look at it.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Reach toward a bottle that is up on the counter and vocalize when hungry.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make a face of disgust to tell the infant care teacher that he does not want any more food. (6–9 mos.; Lerner and Ciervo 2003)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Bump head, cry, and look to infant care teacher for comfort.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Suck on a thumb to make self feel better.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Look at the infant care teacher when an unfamiliar person enters the room.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
18 months	Use gestures and simple words to express distress and seek specific kinds of assistance from the infant care teacher in order to calm self. (Brazelton 1992; Kopp 1989, 347)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Use comfort objects, such as a special blanket or stuffed toy, to help calm down. (Kopp 1989, 348)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Seek to be close to a parent when upset. (Lieberman 1993)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Play with a toy as a way to distract self from discomfort. (12–18 mos.; Kopp 1989, 347)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Communicate, “I’m okay” after falling down. (National Research Council and Institute of Medicine 2000, 112)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Indicate his/her knee and say “boo boo” after falling down and gesture or ask for a bandage.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Approach the infant care teacher for a hug and express, “Mommy work,” then point to the door to communicate missing the mother.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

36 months	Reach for the mother's hand just before she pulls a bandage off the child's knee.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Ask the infant care teacher to hold him/her up to the window to wave good-bye before the parent leaves in the morning.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Show the substitute teacher that he/she likes a back rub during naptime by patting own back while lying on the mat.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Play quietly in a corner of the room right after drop-off, until ready to play with the other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Ask the infant care teacher to explain what's going to happen at the child's dental appointment later in the day.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Communicate, "Daddy always comes back" after saying good-bye to him in the morning.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Foundation: Impulse Control				
The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules				
8 months	Explore the feel of hair by pulling it. (4–7 mos.; American Academy of Pediatrics 2004, 226)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Reach for an interesting toy that another child is mouthing.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reach for another child's bottle that was just set down nearby.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Turn the head away or push the bottle away when finished eating (8 mos.; Meisels and others 2003, 19).	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
18 months	Stop drawing on the wall when a parent asks. (18 mos.; Meisels and others 2003)	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Choose one toy when the infant care teacher asks, "Which one do you want?" even though the child really wants both.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Express "no no" while approaching something the child knows she should not touch, because the infant care teacher has communicated "no no" in the past when the child tried to do this.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Look to the infant care teacher to see his reaction when the child reaches toward the light switch.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Stop reaching for the eyeglasses on the infant care teacher's face when she gently says, "no no." (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 87; 12 mos.; Meisels and others 2003, 27)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone

CA Foundations
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items

36 months	Jump up and down on the couch but stop jumping and climb down when a parent enters the room. (36 mos.; Meisels and others 2003)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Experience difficulty (e.g., cry, whine, pout) with transitions. (30–36 mos.; Parks 2004, 320)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Begin to share.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Handle transitions better when prepared ahead of time or when the child has some control over what happens.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Touch a pet gently without needing to be reminded.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Wait to start eating until others at the table are also ready.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Foundation: Social Understanding
The developing understanding of the responses, communication, emotional expressions, and actions of other people

8 months	Smile when the infant care teacher pauses, to get him/her to continue playing peek-a-boo or pat-a-cake.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Squeal in anticipation of the infant care teacher's uncovering his/her eyes during a game of peek-a-boo.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Learn simple behaviors by imitating a parent's facial expressions, gestures, or sounds.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Try to get a familiar game or routine started by prompting the infant care teacher.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Quiet crying upon realizing that the infant care teacher is approaching.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Gesture toward a desired toy or food while reaching, making imperative vocal sounds, and looking toward the infant care teacher.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Seek reassurance from the infant care teacher when unsure about something.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Vary response to different infant care teachers depending on their play styles, even before they have started playing; for example, get very excited upon seeing an infant care teacher who regularly plays in an exciting, vigorous manner.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Engage in back-and-forth play that involves turn-taking, such as rolling a ball back and forth.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Look in the direction of the infant care teacher's gesturing or pointing.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Learn more complex behaviors through imitation, such as watching an older child put toys together and then doing it.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire

CA Foundations**AEPS-3 Area****AEPS-3 Strand****AEPS-3 Items**

36 months	Name own feelings or desires, explicitly contrast them with another's, or describe why the child feels the way he/she does.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Describe what happens during the bedtime routine or another familiar everyday event.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Move into and out of pretend play roles, tell other children what they should do in their roles, or extend the sequence (such as by asking "Wanna drink?" after bringing a pretend hamburger to the table as a waiter).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Help the infant care teacher search for a missing toy.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Talk about what happened during a recent past experience, with the assistance of the infant care teacher.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Help the infant care teacher clean up at the end of the day by putting the toys in the usual places.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Language Development

Foundation: Receptive Language

The developing ability to understand words and increasingly complex utterances

8 months	Smile and look toward the door when the infant care teacher says, "Daddy's here." (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 87)	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Wave arms and kick legs in excitement when the infant care teacher says, "bottle." (8 mos.; Meisels and others 2003, 18)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smile when the infant care teacher uses baby talk and make a worried face when she uses a stern voice. (8 mos.; Meisels and others 2003, 18; by end of 7 mos.; American Academy of Pediatrics 2004)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
18 months	Go to the cubby when the infant care teacher says that it is time to put on coats to go outside. (Scaled score of 10 for 17:16 to 18:15 mos.; Bayley 2006, 90; 12–18 mos.; Lerner and Ciervo 2003; 12 mos.; Coplan 1993, 2; by 24 mos.; American Academy of Pediatrics 2004; 12 mos.; Coplan 1993, 2; 24 mos.; Meisels and others 2003, 46)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Cover up the doll when the infant care teacher says, "Cover the baby with the blanket." (Scaled score of 10 for 17:16–18:15 mos.; Bayley 2006, 90; 12–18 mos.; Lerner and Ciervo 2003; 12 mos.; Coplan 1993, 2; by 24 mos.; American Academy of Pediatrics 2004)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Go to the sink when the infant care teacher says that it is time to wash hands. (Scaled score of 10 for 17:16–18:15 mos.; Bayley 2006, 90; 12–18 mos.; Lerner and Ciervo 2003; 12 mos.; Coplan 1993, 2; by 24 mos.; American Academy of Pediatrics 2004; 24 mos.; Meisels and others 2003, 46)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Get a tissue when the infant care teacher says, "Please go get a tissue. We need to wipe your nose." (18 mos.; Meisels and others 2003, 36)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
36 months	Look for a stuffed bear when the infant care teacher asks, "Where's your bear?" (24–36 mos.; Coplan 1993, 2–3; scaled score of 10 for 34:16–35:15; Bayley 2006)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Get the bin of blocks when the infant care teacher asks what the child wants to play with. (24–36 mos.; Coplan 1993, 2–3; scaled score of 10 for 34:16–35:15; Bayley 2006)	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Show understanding of words such as no, not, and don't, and utterances such as when the infant care teacher says, "There's no more milk," or "Those don't go there." (24–36 mos.; Parks 2004, p. 99)	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Know the names of most objects in the immediate environment. (By 36 mos.; American Academy of Pediatrics 2004)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Understand requests that include simple prepositions, such as, "Please put your cup on the table," or "Please get your blanket out of your backpack." (By 36 mos.; Coplan 1993, 2; by 36 mos.; American Academy of Pediatrics 2004; 24–27 mos.; Parks 2004, 97)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Laugh when an adult tells a silly joke or makes up rhymes with nonsense "words." (By 36 mos.; American Academy of Pediatrics 2004, 307)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Show understanding of the meaning of a story by laughing at the funny parts or by asking questions. (By 36 mos.; American Academy of Pediatrics 2004, 307)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Foundation: Expressive Language

The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances

8 months	Vocalize to get the infant care teacher's attention. (6.5–8 mos.; Parks 2004)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Repeat sounds when babbling, such as “da da da da” or “ba ba ba ba.” (By 7 mos.; American Academy of Pediatrics 2004, 209; 6–7 mos.; Hulit and Howard 2006, 122; scaled score of 10 for 7:16–8:15 on Bayley 2006, 106; 4–6.5 mos.; Parks 2004; 6 mos.; Locke 1993)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Wave to the infant care teacher when he waves and says, “bye-bye” as he leaves for his break. (6–9 mos.; Parks 2004, 121)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Lift arms to the infant care teacher to communicate a desire to be held. (7–9 mos.; Coplan 1993, 3; 5–9 mos.; Parks 2004, 121)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18 months	Look at a plate of crackers, then at the infant care teacher, and communicate “more.” (Scaled score of 10 for 16:16–17:15; Bayley 2006; 14–20 mos.; Parks 2004)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Point to an airplane in the sky and look at the infant care teacher. (17.5–18.5 mos.; Parks 2004, 123)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use the same word to refer to similar things, such as “milk” while indicating the pitcher, even though it is filled with juice. (18 mos.; Meisels and others 2003, p. 37)	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Use two words together, such as “Daddy give.” (18 mos.; National Research Council and Institute of Medicine 2000, 127)	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Shake head “no” when offered more food. (18 mos.; Meisels and others 2003, 37)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Jabber a string of sounds into the toy telephone. (18 mos.; Meisels and others 2003, 37)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Gesture “all gone” by twisting wrists to turn hands up and down when finished eating lunch. (12–19 mos.; Parks 2004, 122)	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Use made-up “words” to refer to objects or experiences that only familiar adults will know the meaning of; for example “wo-wo” when wanting to go next door to visit the puppy. (12–22 mos.; Hulit and Howard 2006, p. 130)	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

36 months	Use the past tense, though not always correctly; for example, “Daddy goed to work,” “She falled down.” (27–30 mos.; Hilit and Howard 2006, 182; 30–36 mos.; Parks 2004; 28 mos.; Hart and Risley 1999, 95 and 129–30)	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
	Use the possessive, though not always correctly; for example, “That’s you car” or “Her Megan.” (Scaled score of 10 for 34:16–35:15; Bayley 2006)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use a few prepositions, such as “on” the table. (33-35.5 mos.; Parks 2004, p. 116)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Talk about what she will do in the future, such as “I gonna get a kitty.” (33–36 mos.; Hart and Risley 1999, 131)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use 300–1000 words. (35+ mos.; Parks 2004, 116)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use the plural form of nouns, though not always correctly; for example, “mans,” and “mouses.” (By 36 mos.; American Academy of Pediatrics 2004, 307; 28 mos.; Hart and Risley 1999, 95)	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Express, “Uncle is coming to pick me up.” (36 mos.; Hoff 2005)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Foundation: Communication Skills and Knowledge

The developing ability to communicate nonverbally and verbally

8 months	Put arms up above head when the infant care teacher says, “soooo big.” (8 mos.; Meisels and others 2003, 19)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	Try to get the infant care teacher to play peek-a-boo by hiding her face behind a blanket, uncovering her face, and laughing. (8 mos.; Meisels and others 2003, 19)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Pull the infant care teacher’s hands away from his face during a game of peek-a-boo. (Scaled score of 11 for 7:16–8:15 mos.; Bayley 2006, 106)	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Try to clap hands to get the infant care teacher to continue playing pat-a-cake. (8 mos.; Meisels and others 2003, 19)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Make sounds when the infant care teacher is singing a song. (8 mos.; Meisels and others 2003, 19)	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Interact with the infant care teacher while singing a song with actions or while doing finger plays. (Scaled score of 11 for 8:16–9:15 mos.; Bayley 2006)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

CA Foundations
AEPS-3 Area
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18 months	Respond to the infant care teacher's initiation of conversation through vocalizations or nonverbal communication. (12–19 mos.; Hart and Risley 1999, 37)	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Initiate interactions with the infant care teacher by touching, vocalizing, or offering a toy. (12–19 mos.; Hart and Risley 1999, 37)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Jabber into a toy phone and then pause, as if to listen to someone on the other end. (18 mos.; Meisels and others 2003, 37)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Shake head or express “no” when the infant care teacher asks if the child is ready to go back inside. (18 mos.; Meisels and others 2003, 37)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Respond to the infant care teacher's comment about a toy with an additional, but related, action or comment about the same toy; for example, make a barking sound when the infant care teacher pats a toy dog and says, “Nice doggie.” (By 18 mos.; Bloom, Rocissano, and Hood 1976)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
36 months	Persist in trying to get the infant care teacher to respond by repeating, speaking more loudly, expanding on what the child said, or touching the infant care teacher. (After 30 mos.; Hart and Risley 1999, 38)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Repeat part of what the adult just said in order to continue the conversation. (31–34 mos.; Hult and Howard 2006, 186; by 24 mos.; American Academy of Pediatrics 2004)	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Make comments in a conversation that the other person has difficulty understanding; for example, suddenly switch topics or use pronouns without making clear what is being talked about. (31–34 mos.; Hult and Howard 2006, 192)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Answer adults' questions, such as “What's that?” and “Where did it go?” (31–34 mos.; Hult and Howard 2006, 185; 24–36 mos.; Parks 2004)	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Begin to create understandable topics for a conversation partner.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Sometimes get frustrated if the infant care teacher does not understand what the child is trying to communicate. (28.5–36 mos.; Parks 2004, 129)	Social-Communication	D. Social Use of Language	4. Uses intentional gestures, vocalizations, and objects to communicate
	Participate in back-and-forth interaction with the infant care teacher by speaking, giving feedback, and adding to what was originally said. (29–36 mos.; Hart and Risley 1999, 36, 39–40)	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others

Foundation: Interest in Print
The developing interest in engaging with print in books and in the environment

8 months	Point to or indicate an object that he would like the infant care teacher to pay attention to.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Look intently at photographs of classmates when the infant care teacher talks about the pictures. (8–9 mos.; Parks 2004, 71)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Look at pictures that a parent points to while reading a storybook. (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 57; infants; National Research Council 1999, 28)	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Hold a book and try to turn the pages. (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 57)	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand

CA Foundations
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items

18 months	Attempt to turn the pages of a paper book, sometimes turning more than one page at a time. (15–18 mos.; Parks 2004)	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Pretend to read the back of a cereal box while sitting at the kitchen table in the house area. (15–18 mos.; Parks 2004, 27)	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Recognize a favorite book by its cover. (Toddler; National Research Council 1999, 28)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Pull the infant care teacher by the hand to the bookshelf, point, and express “book” to get the infant care teacher to read a story. (12–18 mos.; Lerner and Ciervo 2003)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Point to or indicate a familiar sign in the neighborhood.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
36 months	Enjoy both being read to and looking at books by himself. (30–36 mos.; Parks 2004)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Pretend to read books to stuffed animals by telling a story that is related to the pictures and turning the book around to show the picture to the stuffed animals, just as the infant care teacher does when reading to a small group of children. (Ehri and Sweet 1991, 199; 24–36 mos.; Sulzby 1985)	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Talk about the trip to the library and ask about the next trip. (35 mos.; Hart and Risley 1999, 128)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Recite much of a favorite book from memory while “reading” it to others or self. (36 mos.; National Research Council 1999, 28)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Try to be careful with books. (By 36 mos.; National Research Council 1999, 3)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Cognitive Development

Foundation: Cause-and-Effect

The developing understanding that one event brings about another

8 months	Shake a toy, hear the sound it makes, and then shake it again. (5.5–8 mos.; Parks 2004, 58)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Loudly bang a spoon on the table, notice the loud sound, and do it again. (By 7 mos.; American Academy of Pediatrics 2004, 210; 8 mos.; Meisels and others 2003, 21)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Watch the infant care teacher wind up a music box and, when the music stops, touch her hand to get her to make it start again. (5–9 mos.; Parks 2004, 58)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Splash hands in water and notice how his face gets wet. (4–10 mos.; Ginsburg and Oppen 1988, 43)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Push a button on the push-button toy and watch the figure pop up. (6–9 mos.; Lerner and Cervo 2003)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Put objects into a clear container, turn it over and watch the objects fall out, and then fill it up again. (8 mos.; Meisels and others 2003, 21)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Clap hands and then look at a parent to get her to play pat-a-cake. (8 mos.; Meisels and others 2003, 21)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18 months	Try to wind the handle of a popup toy after not being able to open the top. (15 mos.; Brazelton 1992, 161)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Drop different objects from various heights to see how they fall and to hear the noise they make when they land. (12–18 mos.; Ginsburg and Oppen 1988, 56)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Build a tower with the big cardboard blocks and kick it over to make it fall, then build it again and knock it down with a hand. (18 mos.; Meisels and others 2003, 37)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use a wooden spoon to bang on different pots and pans, and notice how the infant care teacher responds when the child hits the pans harder and makes a louder noise. (18 mos.; Meisels and others 2003, 37)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
36 months	Communicate, “She misses her mommy” when a child cries after her mother leaves in the morning.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Make a prediction about what will happen next in the story when the infant care teacher asks, “What do you think will happen next?”	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Answer the infant care teacher when she asks, “What do you think your mom’s going to say when you give her your picture?”	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	See a bandage on a peer’s knee and ask, “What happened?”	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Push the big green button to make the tape recorder play. (By 36 mos.; American Academy of Pediatrics 2004, 308)	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Walk quietly when the baby is sleeping.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Foundation: Spatial Relationships

The developing understanding of how things move and fit in space

8 months	Use vision or hearing to track the path of someone walking by. (5.5–8 mos.; Parks 2004, 64; birth–8 mos.; Lally and others 1995, 78–79)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Watch a ball roll away after accidentally knocking it. (5.5–8 mos.; Parks 2004, 64)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Hold one stacking cup in each hand. (6.5–7.5 mos.; Parks 2004, 50)	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Put toys into a clear container, dump them out, and then fill the container up again. (8 mos.; Meisels and others 2003, 21)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
18 months	Go around the back of a chair to get the toy car that rolled behind it instead of trying to follow the car's path by squeezing underneath the chair. (12–18 mos.; Parks 2004 67; 8–18 mos.; Lally and others 1995, 78–79)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use two hands to pick up a big truck, but only one hand to pick up a small one. (12–18 mos.; Parks 2004, 81)	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Put a smaller nesting cup inside a larger cup after trying it the other way around. (12–18 mos.; Parks 2004, 81)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Choose a large cookie off the plate instead of a smaller one. (12–18 mos.; Parks 2004, 81)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Put the child-sized hat on his head and the larger hat on the infant care teacher's head. (12–18 mos.; Parks 2004, 81)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Stack three nesting cups inside one another, after trying some combinations that do not work. (12–19 mos.; Parks 2004, 82)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Put one or two pegs into the pegboard. (14:16–15:15 mos.; Bayley 2006, 62)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Roll a ball back and forth with the infant care teacher. (18 mos.; Meisels and others 2003, 38)	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Fit pieces into a puzzle board. (18 mos.; Meisels and others 2003, 39)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Try to fit a piece into the shape sorter and, when it does not fit, turn it until it fits. (12–19 mos.; Parks 2004, 82)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces

CA Foundations
AEPS-3 Area
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36 months	Hand the big truck to a peer who asks for the big one. (Scaled score of 10 for 28:16–30:15 mos.; Bayley 2006, 95)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use words such as big and little. (25–30 mos.; Parks 2004, 82; 36 mos.; Meisels and others 2003, 73)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Put together a puzzle with three to four separate pieces. (By 36 mos.; American Academy of Pediatrics 2004, 308; 30–36 mos.; Parks 2004, 68)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Get the serving spoon off the tray when the infant care teacher asks for the big spoon, even though there are small spoons on the tray. (30–36 mos.; Parks 2004, 83)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Stack rings onto a post with the biggest ring on the bottom and the smallest ring on the top, without much trial and error. (30–36 mos.; Parks 2004, 83; 24–36 mos.; Engaging Young Children 2004, 44)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Point to a peer's stick when the infant care teacher asks which stick is longer. (33–36 mos.; Parks 2004, 83; 24–36 mos.; Engaging Young Children 2004, 53)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Understand requests that include simple prepositions; for example, "Please put your cup on the table" or "Please get your blanket out of your back pack." (By 36 mos.; Coplan 1993, 2; by 36 mos.; American Academy of Pediatrics 2004; 24–36 mos.; Engaging Young Children 2004)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Move around an obstacle when going from one place to another. (24–36 mos.; American Academy of Pediatrics 2004, 303)	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

Foundation: Problem Solving
The developing ability to engage in a purposeful effort to reach a goal or figure out how something works

8 months	Shake, bang, and squeeze toys repeatedly to make the sounds happen again and again. (5.5–8 mos.; Parks 2004, 58; by 12 mos.; American Academy of Pediatrics 2004, 243)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Reach for a ball as it rolls away. (5.5–8 mos.; Parks 2004, 64)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Vocalize to get the infant care teacher's attention. (6.5–8 mos.; Parks 2004)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Pull the string on a toy to make it come closer. (8 mos.; Meisels and others 2003, 21)	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Focus on a desired toy that is just out of reach while repeatedly reaching for it. (5–9 mos.; Parks 2004, 49)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Turn the bottle over to get the nipple in his mouth.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Lift up a scarf to search for a toy that is hidden underneath. (By 8 mos.; American Academy of Pediatrics 2004, 244)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

18 months	Pull the string of a pull toy to get it closer even when the toy gets momentarily stuck on something. (18 mos.; Meisels and others 2003, 38)	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Use the handle of a toy broom to dislodge a ball under the bookshelf. (8–18 mos.; Lally and others 1995, 78–79)	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Bring a small stool over to reach a toy on top of a shelf, having observed the infant care teacher do it. (8–18 mos.; Lally and others 1995, 78–79)	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Look at a plate of crackers that is out of reach and then at the infant care teacher, and communicate “more.” (Scaled score of 10 for 16:16–17:15 mos.; Bayley 2006; 14–20 mos.; Parks 2004)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Hand the infant care teacher a puzzle piece that the child is having trouble with.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
36 months	Ignore the stick that is much too short to reach a desired object and choose a stick that looks as if it may be long enough.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Stack only the cubes with holes in them on the stacking post, ignoring the cube-shaped blocks without holes that got mixed into the bin. (18–36 mos.; Lally and others 1995, 78–79)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Place the triangle piece into the puzzle without first needing to try it in the round or square hole. (By 36 mos.; American Academy of Pediatrics 2004, 306)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Ask the infant care teacher for help with the lid of a jar of paint. (36 mos.; Meisels and others 2003, 75)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Ask a peer to help move the train tracks over so that the child can build a block tower on the floor. (36 mos.; Meisels and others 2003, 75)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Ask or gesture for the infant care teacher to help tie the child’s shoelace. (36 mos.; Meisels and others 2003, 75)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Foundation: Imitation				
The developing ability to mirror, repeat, and practice the actions of others, either immediately or later				
8 months	Copy the infant care teacher’s movements when playing pat-a-cake and peek-a-boo. (Coplan 1993, 3)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Imitate a familiar gesture, such as clapping hands together or patting a doll’s back, after seeing the infant care teacher do it. (7–8 mos.; Parks 2004)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Notice how the infant care teacher makes a toy work and then push the same button to make it happen again. (6–9 mos.; Lerner and Ciervo 2003)	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
18 months	Imitate simple actions that she has observed adults doing; for example, take a toy phone out of a purse and say hello as a parent does. (12–18 mos.; Lerner and Ciervo 2003)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Pretend to sweep with a child-sized broom, just as a family member does at home. (15–18 mos.; Parks 2004, 27)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Rock the baby doll to sleep, just as a parent does with the new baby. (15–18 mos.; Parks 2004, 27)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Imitate using the toy hammer as a parent did. (18 mos.; Meisels and others 2003, 38)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

CA Foundations

AEPS-3 Area

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AEPS-3 Items

36 months	Reenact the steps of a family celebration that the child attended last weekend. (29–36 mos.; Hart and Risley 1999, 118–19)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Pretend to get ready for work or school by making breakfast, packing lunch, grabbing a purse, and communicating good-bye before heading out the door. (30–36 mos.; Parks 2004, 29)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Foundation: Memory				
The developing ability to store and later retrieve information about past experiences				
8 months	Turn toward the front door when hearing the doorbell ring or toward the phone when hearing the phone ring. (8 mos.; Meisels and others 2003, 20)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Look for the father after he briefly steps out of the child care room during drop-off in the morning. (8 mos.; Meisels and others 2003, 20)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Get a blanket from the doll cradle because that is where baby blankets are usually stored, after the infant care teacher says, “The baby is tired. Where’s her blanket?” (15–18 mos.; Parks 2004, 67)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Anticipate and participate in the steps of a nap routine. (18 mos.; Fogel 2001, 368)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Watch the infant care teacher placing a toy inside one of three pots with lids and reach for the correct lid when the teacher asks where the toy went. (8–18 mos.; Lally and others 1995, 78–79)	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Continue to search for an object even though it is hidden under something distracting, such as a soft blanket or a crinkly piece of paper.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	See a photo of a close family member and say his name or hug the photo.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Go to the cubby to get his blanket that is inside the diaper bag.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
36 months	Communicate, “Big slide” after a trip to neighborhood park. (24–36 mos.; Seigel 1999, 33)	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
	Tell a parent, “Today we jumped in the puddles” when picked up from school. (Siegel 1999, 34)	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Recall an event in the past, such as the time a family member came to school and made a snack. (18–36 mos.; Siegel 1999, 46)	Cognitive	B. Imitation and Memory	3. Relates past events
	Identify which child is absent from school that day by looking around the snack table and figuring out who is missing. (18–36 mos.; Lally and others 1995, 78–79)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Act out a trip to the grocery store by getting a cart, putting food in it, and paying for the food. (24 mos.; Bauer and Mandler 1989)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Get her pillow out of the cubby, in anticipation of naptime as soon as lunch is finished.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

Foundation: Number Sense

The developing understanding of number and quantity

8 months	Hold one block in each hand, then drop one of them when the infant care teacher holds out a third block for the child to hold. (6.5–7.5 mos.; Parks 2004, 50)	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Watch a ball as it rolls away after hitting it with her hand. (5.5–8 mos.; Parks 2004, 64)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore one toy at a time by shaking, banging, or squeezing it. (5.5–8 mos.; Parks 2004, 58; 8 mos.; Meisels and others 2003, 21; birth–8 mos.; Lally and others 1995, 78–79)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Notice when someone walks in the room.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Communicate “more” and point to a bowl of apple slices. (18 mos.; Meisels and others 2003, 37)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Shake head “no” when offered more pasta. (18 mos.; Meisels and others 2003, 37)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make a big pile of trucks and a little pile of trucks.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Use hand motions or words to indicate “All gone” when finished eating. (12–19 mos.; Parks 2004, 122)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Put three cars in a row.	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
36 months	Pick out one object from a box or point to the picture with only one of something. (Scaled score of 10 for 35:16–36:15 mos.; Bayley 2006, 97; 24–30 mos.; Parks 2004)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Reach into bowl and take out two pieces of pear when the infant care teacher says, “Just take two.” (30–36 mos.; Parks 2004)	Math	A. Counting	1. Counts out 3 items
	Start counting with one, sometimes pointing to the same item twice when counting, or using numbers out of order; for example, “one, two, three, five, eight.” (36 mos.; Engaging Young Children 2004, 178)	Math	A. Counting	2.2 Recites numbers 1–10
	Use fingers to count a small number of items. (around 36 mos.; Coplan 1993, 3)	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Look at a plate and quickly respond “two,” without having to count, when the infant care teacher asks how many pieces of cheese there are. (36 mos.; Engaging Young Children 2004, 178)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Hold up two fingers when asked, “Show me two” or “How old are you?” (36 mos.; Engaging Young Children 2004, 178; by 36 mos.; American Academy of Pediatrics 2004, 308)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Identify “more” with collections of up to four items, without needing to count them. (36 mos.; Engaging Young Children 2004, 31 and 180)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Use more specific words to communicate how many, such as a little or a lot. (Hulit and Howard 2006, 186)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Foundation: Classification

The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes

8 months	Explore how one toy feels and then explore how another toy feels.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Stare at an unfamiliar person and move toward a familiar person.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Look at the crayons before choosing a color. (12–18 mos.; Parks 2004, 77)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Choose usually to play with the blue ball even though there is a red one just like it. (12–18 mos.; Parks 2004, 77)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Pick the toy car from the bin filled with toy dishes. (15–18 mos.; Parks 2004; 77)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Pack the baby doll's blanket, brush, bottle, and clothes into a backpack. (15–19 mos.; Parks 2004, 77)	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Match two identical toys; for example, find another fire truck when the infant care teacher asks, "Can you find a truck just like that one?" (15–19 mos.; Parks 2004; 77)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Place all toy cars on one side of the rug and all blocks on the other side. (15–18 mos.; Parks 2004, 77)	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
36 months	Identify a few colors when they are named; for example, get a red ball from the bin of multicolored balls when the infant care teacher asks for the red one. (Scaled score of 10 for 34:16–36:15 mos.; Bayley 2006, 97; 33 mos.+; Parks 2004, 79)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Make three piles of tangrams in various shapes, such as a circle, square, and triangle. (30–36 mos.; Parks 2004, 79)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Pick two big bears from a bowl containing two big bears and two small bears, even if the big bears are different colors. (Scaled score of 10 for 30:16–33:15 mos.; Bayley 2006, 74)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Sort primary-colored blocks into three piles: a red pile, a yellow pile, and a blue one. (33 mos.+; Parks 2004, 79; 32 mos.; Bayley 2006)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Point to different pictures of houses in a book even though all of the houses look different. (30–36 mos.; Parks 2004, 79)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Put all the soft stuffed animals in one pile and all the hard plastic toy animals in another pile and label the piles "soft animals" and "hard animals." (18–36 mos.; Lally and others 1995, 78–79)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Call all four-legged animals at the farm "cows," even though some are actually sheep and others horses. (18–36 mos.; Lally and others 1995, 78–79)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Foundation: Symbolic Play

The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas

8 months	Cause toys to make noise by shaking, banging, and squeezing them. (5.5–8 mos.; Parks 2004, 58; by 12 mos.; American Academy of Pediatrics 2004, 243)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Roll car back and forth on floor. (6–11 mos.; Parks 2004, 26)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
18 months	Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished. (Segal 2004, 39)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Begin to engage in pretend play by using a play spoon to stir in the kitchen area. (12–18 mos.; Lerner and Ciervo 2003)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Pretend that the banana is a telephone by picking it up, holding it to the ear, and saying, “Hi!” (12–18 mos.; Lerner and Ciervo 2003)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Laugh at an older brother when he puts a bowl on his head like a hat. (12–18 mos.; Parks 2004, 317)	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Imitate a few steps of adult behavior during play; for example, pretend to feed the baby doll with the toy spoon and bowl. (15–18 mos.; Parks 2004, 27)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use a rectangular wooden block as a phone. (18–24 mos.; Parks 2004, 28)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
36 months	Assign roles to self and others when playing in the dramatic play area (for example, “I’ll be the daddy, you be the baby”), even though the child may not stay in her role throughout the play sequence. (30–36 mos.; Parks 2004, 29; 24 mos.; Segal 2004, 43)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Line up a row of chairs and communicate, “All aboard! The train is leaving.” (36 mos.; Vygotsky 1978, 111)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use two markers to represent people in the dollhouse by moving them around as if they were walking. (36 mos.; Vygotsky 1978, 111)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Stir “cake batter” while holding an imaginary spoon or serve an invisible burrito on a plate. (30–36 mos.; Parks 2004, 29; scaled score of 10 for 27:16–29:15 mos.; Bayley 2006, 69)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Communicate with self during pretend play to describe actions to self; for example, “Now I stir the soup.” (Hart and Risley 1999, 125)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Plan with other children what they are going to pretend before starting to play; for example, “Let’s play doggies!” (Segal 2004, 39; 36 mos.; Meisels and others 2003, 74)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Pretend to be a baby during dramatic play because there is a new baby at home. (36 mos.; Meisels and others 2003, 73)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Build a small town with blocks and then use the toy fire truck to pretend to put out a fire in the town. (By 36 mos.; American Academy of Pediatrics 2004, 309)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Foundation: Attention Maintenance

The developing ability to attend to people and things while interacting with others and exploring the environment and play materials

8 months	Play with one toy for a few minutes before focusing on a different toy. (6–9 mos.; Parks 2004, 12 and 26; 8 mos.; American Academy of Pediatrics 2004, 241)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Focus on a desired toy that is just out of reach while repeatedly reaching for it. (5–9 mos.; Parks 2004, 49)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Show momentary attention to board books with bright colors and simple shapes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attend to the play of other children.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Put toy animals into a clear container, dump them out, and then fill the container up again. (8 mos.; Meisels and others 2003, 21)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Stop moving, to focus on the infant care teacher when she starts to interact with the child.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Expect favorite songs to be sung the same way each time and protest if the infant care teacher changes the words.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Insist on following the same bedtime routine every night.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Nod and take the infant care teacher's hand when the teacher says, "I know you are sad because Shanti is using the book right now, and you would like a turn. Shall we go to the book basket and find another one to read together?"	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
36 months	Realize, during clean-up time, that he has put a car in the block bin and return to put it in the proper place.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Search for and find a favorite book and ask the infant care teacher to read it.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Pound the play dough with a hammer while talking with a peer.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities

Foundation: Understanding of Personal Care Routines

The developing ability to understand and participate in personal care routines

8 months	Turn head away as the infant care teacher reaches with a tissue to wipe the child's nose. (8 mos.; Meisels and others 2003, 20)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Kick legs in anticipation of a diaper change and then quiet down as the parent wipes the child's bottom. (CDE 2005)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Pay attention to her hands as the infant care teacher holds them under running water and helps rub them together with soap. (CDE 2005)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

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AEPS-3 Area
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18 months	Go to the sink when the infant care teacher says that it is time to wash hands. (Scaled score of 10 for 17:16–18:15 mos.; Bayley 2006, 90; 12–18 mos.; Lerner and Ciervo 2003; 12 mos.; Coplan 1993, 2; by 24 mos.; American Academy of Pediatrics 2004; 24 mos.; Meisels and others 2003, 46)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Get a tissue when the infant care teacher says, “Please go get a tissue. We need to wipe your nose.” (18 mos.; Meisels and others 2003, 36)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Move toward the door to the playground after seeing the infant care teacher put his coat on. (18 mos.; Meisels and others 2003, 38)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Put snack dishes in the sink and the bib in the hamper after eating.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Have trouble settling down for a nap until the infant care teacher reads a story, because that is the naptime routine. (12–18 mos.; Parks 2004, 317)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
36 months	Go to the sink and wash hands after seeing snacks being set out on the table. (CDE 2005)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Get a tissue to wipe own nose or bring the tissue to the infant care teacher for help when the child feels that his nose needs to be wiped. (CDE 2005)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Take a wet shirt off when needing to put on a dry one. (36 mos.; Meisels and others 2003, 76)	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Help set the table for lunchtime. (36 mos.; Meisels and others 2003, 77)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

Perceptual and Motor Development

Foundation: Perceptual Development

The developing ability to become aware of the social and physical environment through the senses

8 months	Look at an object in her hand, mouth it, and then take it out to look at it again. (6–9 mos.; Ruff and Kohler 1978)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Hear the infant care teacher's footsteps in the darkened nap room and turn his head to try to look for her. (6–9 mos.; Ruff and Kohler 1978)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Show excitement upon recognizing the color of a favorite food that is offered on a spoon. (6–9 mos.; Reardon and Bushnell 1988)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Adjust the way he is walking depending on the type of surface; for example, walking slowly on rocks and faster on pavement. (12–18 mos.; Fogel 2001, 333)	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Choose to sit on her bottom and slide down a steep hill rather than walk down it. (12–18 mos.; Adolph, Eppler, and Gibson 1993)	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Sway back and forth to the beat of a song while standing up.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Pull hands away from the sensory table, which is filled with an unfamiliar slimy substance.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Spend a lot of time in the sandbox, burying a hand underneath a pile of sand.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
36 months	Stop pouring sand into a bucket that is already full.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Identify a blanket or other familiar objects just by touching them. (30–36 mo.; Parks 2004)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Identify a truck when she feels it buried underneath the sand. (30–36 mos.; Parks 2004, 17)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Watch the lines that she makes with a marker on the paper. (Freeman 1980)	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Climb more slowly as he reaches the top of the ladder.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Press harder on a clump of clay than on play dough.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Watch a family member draw a circle and then try to do it. (24–36 mos.; Stiles 1995)	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
	Walk more slowly and carefully when carrying an open cup of milk than when carrying a cup with a lid.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

Foundation: Gross Motor

The developing ability to move the large muscles

8 months	Sit on the floor, legs bent, with one leg closer to the body than the other. (8 mos.; Alexander, Boehme, and Cupps 1993, 134)	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Use forearms to pull forward on the floor while on her tummy. (Scaled score of 9 for 7:16–8:15 mos.; Bayley 2006, 155)	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Move from a sitting position onto hands and knees. (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 156)	Gross Motor	A. Body Control and Weight Transfer	4.1 Assumes hands-and-knees position from sitting
18 months	Stand on one foot, alone or with support. (Scaled score of 10 for 18:16–19:15 mos.; Bayley 2006, 163)	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
	Walk sideways. (Scaled score of 10 for 18:16–19:15 mos.; Bayley 2006, 163)	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Push a doll stroller or play shopping cart. (17–18.5 mos.; Parks 2004)	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Climb onto an adult-sized couch. (By 18 mos.; Apfel and Provence 2001, 33)	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Run. (Scaled score of 10 for 16:16–17:15 mos.; Bayley 2006, 162)	Gross Motor	B. Movement and Coordination	5.1 Runs
36 months	Walk and run with skill, changing speed and direction. (36 mos.; Parks 2004; by 36 mos.; Davies 2004, 194).	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
	Kick and throw a ball, but with little control of direction or speed. (36 mos.; Meisels and others 2003, 76)	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
	Bend over to pick up a toy and stand up without trouble. (By 36 mos.; American Academy of Pediatrics 2004)	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Pedal a tricycle. (32–36 mos.; Parks 2004; 36 mos.; Davies 2004, 194)	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Climb up climbers and ladders. (34–36 mos.; Parks 2004)	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Walk backward a few feet. (28–29.5 mos.; Parks 2004; scaled score of 10 for 34:16–35:15 mos.; Bayley 2006, #63, 167)	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Jump up with both feet at the same time. (30–36 mos.; Parks 2004; by 30 mos.; Apfel and Provence 2001, 33)	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Catch a medium-size ball. (35–36+ mos.; Parks 2004)	Gross Motor	C. Active Play	1.3 Catches ball
	Walk up stairs, without holding on, placing one foot on each step. (30 mos.; Squires, Potter, and Bricker 1999; by end of 24–36 mos., 34–36+ mos.; Parks 2004, 304; scaled score of 10 for 35:16–36:15 mos.; Bayley 2006, 64)	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs

Foundation: Fine Motor

The developing ability to move the small muscles

8 months	Reach for and grasp an object, using one hand. (5–8 mos.; Introduction to Infant Development, 2002, 62; by end of 7 mos.; American Academy of Pediatrics 2004, 205; 7–8 1/2 mos.; Parks 2004)	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Use hand in a raking or sweeping motion to bring a toy closer. (7–8 mos.; Parks 2004; by end of 7 mos.; American Academy of Pediatrics 2004, 205; 7–8 mos.; Frankenburg and Dodds 1990)	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Hold a small block using the thumb and fingertips. (item right before scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 127)	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Hold a small block in each hand and bang the blocks together. (Scaled score of 10 7:16–8:15 mos.; Bayley 2006, 127)	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
18 months	Hold a crayon between fingers and thumb. (13–18 mos.; Slater and Lewis 2002, 62; scaled score of 10 for 17:16–18:15 mos.; Bayley 2006, 131)	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Scribble with big arm movements. (13–18 mos.; Introduction to Infant Development, 2002, 62)	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Place pegs into a pegboard. (16–19 mos.; Parks 2004)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Hold a toy with one hand and use the fingers of the other hand to explore it. (By 18 mos.; Meisels and others 2003, 40)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Point to the pictures of a book. (By 18 mos.; Meisels and others 2003, 40)	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Place a stacking ring on the post. (By 18 mos.; Meisels and others 2003, 40)	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Use two hands to pick up a big truck, but only one hand to pick up a small one. (12–18 mos.; Parks 2004, 81)	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Use the wrists to rotate objects in order to explore all sides. (18 mos.; Meisels and others 2003, 40)	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Use one hand in opposition to the other. (18 mos.; Meisels and others 2003, 40)	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object

CA Foundations
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items

36 months	Use child-safe scissors in one hand to make snips in a piece of paper. (Scaled score of 10 for 34:16–35:15 mos.; Bayley 2006, 136; 28–35 mos.; Parks 2004)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	String large wooden beads onto a shoelace. (33–36 mos.; Parks 2004)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Build a tall tower with six or more blocks. (28–31 mos.; Parks 2004; by the end of 24–36 mos.; American Academy of Pediatrics 2004, 305)	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Turn the pages of a paper book, one at a time. (By end of 24–36 mos.; American Academy of Pediatrics 2004, 305)	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Twist toy nuts and bolts on and off. (By end of 24–36 mos.; American Academy of Pediatrics 2004, 305)	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Open a door by turning the round handle. (By end of 24–36 mos.; American Academy of Pediatrics 2004, 305)	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Use one hand to hold and drink from a cup. (By 36 mos.; Meisels and others 2003, 77)	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Place a wooden puzzle piece in the correct place in the puzzle.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Use thumb, index, and middle fingers to draw or write with a crayon, marker, or pencil. (Scaled score of 10 for 21:15–22:15 and 35:16–36:15 mos.; Bayley 2006, 136; by 36 mos.; Apfel and Provence 2001, 33)	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

Preschool/Transitional Kindergarten Learning Foundations

Approaches to Learning

Strand: 1.0 — Motivation to Learn

Sub-Strand — Curiosity and Interest

Foundation 1.1 Curiosity and Interest

Early (3 to 4 ½ Years)	Express interest in some familiar and new objects, people, and activities in their immediate environment. Seek information by exploring with their senses, describing their observations, and asking simple questions.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Later (4 to 5 ½ Years)	Express interest in a broader range of familiar and new objects, people, and activities by exploring more extensively with their senses, describing their observations in greater detail, and asking more detailed questions.	Cognitive	E. Scientific Discovery	2.3 Makes observations

Sub-Strand — Initiative

Foundation 1.2 Initiative

Early (3 to 4 ½ Years)	Demonstrate initiative by starting activities (such as simple play scenarios), initiating social interactions (such as helping others), and seeking solutions to problems.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Later (4 to 5 ½ Years)	Demonstrate initiative by starting activities (such as detailed and more complex play scenarios), initiating social interactions (such as helping others) more often, and seeking solutions to problems more persistently.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

Sub-Strand — Engagement

Foundation 1.3 Engagement

Early (3 to 4 ½ Years)	Actively engage by focusing and concentrating on activities for brief periods of time with adult support.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Later (4 to 5 ½ Years)	Actively engage by focusing and concentrating on activities for longer periods of time with less adult support.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Sub-Strand — Perseverance

Foundation 1.4 Persisting Despite Difficulties

Early (3 to 4 ½ Years)	Demonstrate persistence, with adult support, when engaging in an activity despite encountering setbacks or boredom. Make an effort, with adult support, to cope with emotions that arise (for instance, frustration, sadness, anger, excitement), although may shift to another activity after a short while.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Later (4 to 5 ½ Years)	Demonstrate persistence for longer periods of time when engaging in an activity despite encountering setbacks or boredom. More consistently cope with emotions that arise (for instance, frustration, anger, sadness, excitement) and can continue engaging in an activity with less adult support.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Strand: 2.0—Executive Functioning

Sub-Strand — Working Memory

Foundation 2.1 Working Memory

Early (3 to 4 ½ Years)	Hold approximately one to two pieces of information in their mind for a short time and use the knowledge to guide behavior when performing tasks and engaging in play, with adult support.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Later (4 to 5 ½ Years)	Hold approximately two to three pieces of information in their mind for longer periods of time and use the knowledge to guide behavior when engaging in multistep tasks and more complex play, with less adult support.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Sub-Strand — Inhibitory Control

Foundation 2.2 Managing Impulsive Behaviors

Early (3 to 4 ½ Years)	Demonstrate emerging ability to manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with adult support.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Later (4 to 5 ½ Years)	Manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with less adult support.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Foundation 2.3 Managing Attention and Distractions

Early (3 to 4 ½ Years)	Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities; however, often need adult support to manage attention when distracted or interrupted.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large group activities
Later (4 to 5 ½ Years)	Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities with less adult support.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities

Sub-Strand — Flexibility

Foundation 2.4 Flexibility

Early (3 to 4 ½ Years)	Demonstrate emerging ability to shift behavior and think about things in a new way, with adult support.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
		Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Later (4 to 5 ½ Years)	More consistently shift behavior and think about things in a new way, with less adult support.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Strand: 3.0 — Goal-Directed Learning

Sub-Strand — Problem-Solving

Foundation 3.1 Planning

Early (3 to 4 ½ Years)	Demonstrate emerging ability to set and carry out simple goals (for example, one- to two-step plans and goals), with adult support.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Later (4 to 5 ½ Years)	Demonstrate ability to set and carry out more complex plans (for example, two- to three-step plans and goals), with less adult support.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Foundation 3.2 Reflecting and Analyzing

Early (3 to 4 ½ Years)	Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with adult support.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Later (4 to 5 ½ Years)	Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with less adult support.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Sub-Strand — Collaborative Effort

Foundation 3.3 Problem-Solving Together

Early (3 to 4 ½ Years)	Collaborate with peers in problem-solving during play and learning activities, sometimes for a short period of time and sometimes longer.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
Later (4 to 5 ½ Years)	Engage in extended collaborative problem-solving during play and learning activities. Communicate with peers about how to solve a problem and help peers when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Foundation 3.4 Understanding Others

Early (3 to 4 ½ Years)	Notice, with adult support, that others have different approaches and preferences, although often have difficulty accepting others' approaches or preferences.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Later (4 to 5 ½ Years)	Demonstrate understanding and explain that others can have different approaches and preferences and more consistently accept others' approaches and preferences, with less adult support.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Social and Emotional Development

Strand: 1.0 — Self

Sub-Strand — Self-Awareness

Foundation 1.1 Self-Identity

Early (3 to 4 ½ Years)	Notice and communicate the characteristics of their physical appearance related to specific identities (for example, gender, race, ethnicity). Demonstrate emerging preferences for specific activities (for example, what to play, how to dress).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Later (4 to 5 ½ Years)	Express their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy (for example, sharing their family's practices or their own preferences).	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Foundation 1.2 Confidence in Abilities

Early (3 to 4 ½ Years)	Describe their abilities positively and enjoy demonstrating them. Communicate the desire to be viewed positively by familiar adults, including teachers.	Social-Emotional	A. Interactions with Adults B. Social-Emotional Expression and Regulation	2.1 Initiates simple social interaction with familiar adult 3.2 Shares accomplishment with familiar caregiver
Later (4 to 5 ½ Years)	Express confidence in their abilities and describe their strengths, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including teachers.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Sub-Strand — Emotional Knowledge

Foundation 1.3 Understanding Emotions in Self and Others

Early (3 to 4 ½ Years)	Identify basic emotions (for example, happy, sad, surprised) and recognize emotional expressions in self and others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Later (4 to 5 ½ Years)	Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Sub-Strand — Regulating Emotions and Behaviors

Foundation 1.4 Regulating Emotions, Behaviors, and Stress

Early (3 to 4 ½ Years)	Make efforts to regulate their emotions and behaviors and cope with stress with adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Later (4 to 5 ½ Years)	Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Foundation 1.5 Managing Routines and Transitions

Early (3 to 4 ½ Years)	Manage routines and transitions between settings (for example, from home to child care) or activities (for example, from playtime to story time) with adult support.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Later (4 to 5 ½ Years)	Anticipate routines and manage transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) with some adult support.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routines with guidance of familiar adults

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Social Awareness				
Foundation 1.6 Awareness of Similarities and Differences Across People				
Early (3 to 4 ½ Years)	Demonstrate awareness and interest in how people are similar and different.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later (4 to 5 ½ Years)	Make comparisons between themselves and others and express beliefs about themselves and others based on perceived similarities and differences.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Foundation 1.7 Understanding Other People's Thoughts, Behaviors, and Experiences				
Early (3 to 4 ½ Years)	Develop understanding that others have unique thoughts, behaviors, and experiences.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Later (4 to 5 ½ Years)	Demonstrate emerging understanding of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
Foundation 1.8 Empathy and Caring				
Early (3 to 4 ½ Years)	Demonstrate empathy by sharing the emotional experiences of others and showing concern for the needs of others in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Later (4 to 5 ½ Years)	Respond to others' distress and needs with sympathetic caring and assistance by comforting and helping others, although occasionally require support from an adult to assist.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
Strand: 2.0 — Interactions and Relationships with Adults				
Sub-Strand — Interactions with Adults				
Foundation 2.1 Reciprocal Interactions with Adults				
Early (3 to 4 ½ Years)	Engage in positive interactions with familiar adults, especially in familiar settings. Demonstrate an emerging ability to initiate social interaction with familiar adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Later (4 to 5 ½ Years)	Take greater initiative and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Sub-Strand — Attachment				
Foundation 2.2 Seeking Security and Support				
Early (3 to 4 ½ Years)	Seek security and support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from a familiar adult
Later (4 to 5 ½ Years)	Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from a familiar adult
Foundation 2.3 Coping with Departures				
Early (3 to 4 ½ Years)	Cope with departures and separations from attachment figures (for example, drop-off at preschool or family child care) but occasionally require additional assistance throughout the day to manage distress while being apart from attachment figures.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Social-Emotional	E. Meeting Social Expectations	4.2 States age
Later (4 to 5 ½ Years)	Cope with departures and separations from attachment figures and manage distress while being apart from attachment figures with minimal or no assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Relationships with Adults				
Foundation 2.4 Relationships with Adults				
Early (3 to 4 ½ Years)	Contribute to maintaining positive relationships with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show emerging awareness of the adults' feelings, preferences, and well-being.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small group activities
Later (4 to 5 ½ Years)	Contribute to positive mutual relationships and cooperation with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show interest in the adults' feelings, preferences, and well-being.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large group activities
Strand: 3.0 — Interactions and Relationships with Peers				
Sub-Strand — Interactions with Peers				
Foundation 3.1 Interacting and Cooperating with Peers				
Early (3 to 4 ½ Years)	Interact with peers in shared activities and occasionally participate in cooperative efforts with peers, with adult support.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small group activities
Later (4 to 5 ½ Years)	More actively and intentionally interact and cooperate with peers in daily learning and play activities.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Foundation 3.2 Conflict Resolution with Peers				
Early (3 to 4 ½ Years)	Seek adult assistance to resolve peer conflicts or disagreements.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Later (4 to 5 ½ Years)	Negotiate with peers and more often communicate to respond to conflict. Seek adult assistance to understand their peers' needs or to resolve a conflict.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Sub-Strand — Equitable Social Interactions				
Foundation 3.3 Fairness and Respect				
Early (3 to 4 ½ Years)	Demonstrate understanding of sharing and treating those who may be similar or different from them with fairness, although require some adult prompting to share.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Later (4 to 5 ½ Years)	More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Sub-Strand — Relationships with Peers				
Foundation 3.4 Developing Friendships				
Early (3 to 4 ½ Years)	Choose to play with one or two special peers they identify as friends. Share more complex play with friends than with other children.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Later (4 to 5 ½ Years)	Develop friendships that are more reciprocal, exclusive, and enduring. Engage in enhanced cooperation and problem-solving efforts.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

Foundational Language Development

Strand: 1.0 — Listening and Speaking

Sub-Strand: Vocabulary

Foundation 1.1 Understanding and Using Vocabulary

Early (3 to 4 ½ Years)	Understand and use words for objects, actions, and attributes frequently experienced in everyday life, such as through play, conversations, or stories.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
Later (4 to 5 ½ Years)	Understand and use an increasing variety of words for objects, actions, and attributes experienced in everyday life, such as through play, conversations, or stories.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

Foundation 1.2 Understanding and Using Words for Categories

Early (3 to 4 ½ Years)	Understand and use commonly experienced vocabulary to describe categories and the relationships within them.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Later (4 to 5 ½ Years)	Understand and use increasingly specific vocabulary to describe categories and the relationships within them.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker/listener role during conversations with others

Foundation 1.3 Understanding and Using Size and Location Words

Early (3 to 4 ½ Years)	Understand and use words to describe the size and location of objects (such as “tiny” and “on”), including simple comparisons (such as “bigger”).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later (4 to 5 ½ Years)	Understand and use increasingly specific words to describe and compare the size and location of objects (such as “longer and “between”).	Social-Communication	D. Social Use of Language	4. Responds to comprehension questions related to “why,” “how,” and “when”

Sub-Strand — Grammar

Foundation 1.4 Using Grammatical Features and Sentence Structure

Early (3 to 4 ½ Years)	Use common word forms and sentence forms to express thoughts and ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Later (4 to 5 ½ Years)	Use both common and less common word forms and sentence forms to express complex thoughts and ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

Sub-Strand — Language Use

Foundation 1.5 Asking Questions

Early (3 to 4 ½ Years)	Use questions to seek information and to clarify and confirm understanding.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Later (4 to 5 ½ Years)	Use questions and follow-up questions to seek information and to clarify and confirm understanding.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Foundation 1.6 Constructing Narratives

Early (3 to 4 ½ Years)	Use language to construct real or fictional short narratives.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Later (4 to 5 ½ Years)	Use language to construct real or fictional extended narratives that have several details or a plotline.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

Foundation 1.7 Sharing Explanations and Opinions

Early (3 to 4 ½ Years)	Share descriptions, opinions, and explanations.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later (4 to 5 ½ Years)	Share detailed descriptions, opinions, and explanations.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

Foundation 1.8 Participating in Conversations

Early (3 to 4 ½ Years)	Participate in back-and-forth conversations with adults and peers. Respond on topic for at least one turn in a conversation.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
Later (4 to 5 ½ Years)	Participate in increasingly long and complex back-and-forth conversations with adults and peers. Respond on topic across several turns in the conversation.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker/listener role during conversations with others

Strand: 2.0 — Foundational Literacy Skills

Sub-Strand — Phonological Awareness

Foundation 2.1 Isolating Initial Sounds

Early (3 to 4 ½ Years)	Match words that have the same first sound in speech, with adult support or the support of pictures or objects.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Later (4 to 5 ½ Years)	Isolate and pronounce the first sound of a word, with adult support or the support of pictures or objects.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words

Foundation 2.2 Recognizing and Blending Sounds

Early (3 to 4 ½ Years)	When presented with two single-syllable words (such as “sand” and “box”), blend them into a compound word in speech with adult support or the support of pictures or objects.	Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
Later (4 to 5 ½ Years)	When presented with syllables and individual sounds, blend them into words in speech with adult support or the support of pictures or objects.	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words

Foundation 2.3 Participating in Rhyming and Wordplay

Early (3 to 4 ½ Years)	Recognize or participate in familiar rhymes or songs.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Later (4 to 5 ½ Years)	Produce rhyming sounds or words. Rhymes may be imperfect and can be real or nonsense words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt

Sub-Strand — Alphabets and Print

Foundation 2.4 Identifying Letters

Early (3 to 4 ½ Years)	Match some letter names to their printed form. These will commonly be letters in the child’s first name. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match some (about three to eight) uppercase letter names to their printed form.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Later (4 to 5 ½ Years)	Match many letter names to their printed form. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match most (about 15 to 20) uppercase letter names and approximately half (about 12 to 16) of the lowercase letter names to their printed form.	Literacy	C. Alphabet Knowledge	1. Names all upper and lower case letters of the alphabet

Foundation 2.5 Learning Letter–Sound Correspondence

Early (3 to 4 ½ Years)	Recognize that letters or characters have sounds.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
Later (4 to 5 ½ Years)	Accurately identify or produce sounds associated with several letters or common characters with adult support. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, accurately identify or produce sounds associated with about half of the letters.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet

Sub-Strand — Concepts About Print

Foundation 2.6 Understanding the Concept of Print

Early (3 to 4 ½ Years)	Recognize print as something that can be read and has meaning.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Later (4 to 5 ½ Years)	Identify the meaning of a few instances of familiar print in the environment.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures

Foundation 2.7 Understanding Print Conventions

Early (3 to 4 ½ Years)	Display basic book-handling behaviors and knowledge of basic print conventions, such as turning pages in a single direction and recognizing the cover and title of a book.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction, and from top to bottom of page
Later (4 to 5 ½ Years)	Display increasingly sophisticated book-handling behaviors and knowledge of print conventions, such as turning pages one at a time and understanding the direction and orientation of print.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages from book front toward book end
		Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction, and from top to bottom of page

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Strand: 3.0 — Reading				
Sub-Strand — Literacy Interest and Response				
Foundation 3.1 Demonstrating Interest in Literacy Activities				
Early (3 to 4 ½ Years)	Demonstrate interest in and engagement with literacy and literacy-related activities.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
Later (4 to 5 ½ Years)	Demonstrate interest in and engagement with literacy and literacy-related activities for progressively extended periods of time and with increasing independence.	Literacy	E. Writing	1.1 Dictates description of drawing
Sub-Strand — Comprehension and Analysis of Age-Appropriate Text				
Foundation 3.2 Understanding Stories				
Early (3 to 4 ½ Years)	Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Later (4 to 5 ½ Years)	Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Foundation 3.3 Understanding Informational Text				
Early (3 to 4 ½ Years)	Demonstrate basic understanding of informational text after the child has experienced the text a few times.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary words in picture books
Later (4 to 5 ½ Years)	Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Strand: 4.0 — Writing				
Sub-Strand — Writing Skills				
Foundation 4.1 Developing Fine Motor Skills in Writing				
Early (3 to 4 ½ Years)	Experiment with grasp and body position using a variety of drawing and writing tools.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
Later (4 to 5 ½ Years)	Adjust grasp and body position for increased control in drawing and writing.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Sub-Strand — Writing as Communication				
Foundation 4.2 Writing to Represent Sounds				
Early (3 to 4 ½ Years)	(No foundation.)			
Later (4 to 5 ½ Years)	Write, with adult support, a few recognizable letters that are intended to represent their corresponding sounds.	Literacy	E. Writing	3.1 Writes using developmental spelling
Foundation 4.3 Dictating Thoughts and Ideas to Be Conveyed in Writing				
Early (3 to 4 ½ Years)	Engage in dictating thoughts and ideas when an adult offers to help with writing them down.	Literacy	E. Writing	1.1 Dictates description of drawing
Later (4 to 5 ½ Years)	Demonstrate interest in conveying extended thoughts and ideas in writing, engaging the help of an adult.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Foundation 4.4 Writing to Represent Words or Ideas				
Early (3 to 4 ½ Years)	Write using scribbles that resemble letters or characters and are distinct from pictures.	Literacy	E. Writing	3.4 Writes using "scribble writing"
Later (4 to 5 ½ Years)	Write a few recognizable letters or characters to represent words or ideas.	Literacy	E. Writing	3.1 Writes using developmental spelling
Foundation 4.5 Writing Own Name				
Early (3 to 4 ½ Years)	Write marks to represent own name.	Literacy	E. Writing	3.4 Writes using "scribble writing"
Later (4 to 5 ½ Years)	Write own name nearly correctly.	Literacy	E. Writing	3.2 Prints first name

English Language Development

Strand: 1.0 — Listening and Speaking

Sub-Strand — Vocabulary

Foundation 1.1 Understanding Words

Discovering	Pay attention to English oral language and understand a few common English words, while relying mainly on intonation, facial expressions, and gestures of the speaker in interactions with adults and peers.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
Developing	Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in interactions with adults and peers.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Broadening	Demonstrate understanding of a larger set of words in English (for example, objects and actions, personal pronouns, possessives, and descriptive terms) in interactions with adults and peers.	Social-Communication	A. Early Social Communication	2. Provides and seeks information while conversing with others using words, phrases, or sentences

Foundation 1.2 Using Words

Discovering	Use English words, mainly consisting of concrete nouns.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Developing	Use varied English words, including an increasing number of concrete nouns and some verbs and pronouns.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Broadening	Use a wide variety of English words to share knowledge of concepts, including words across all parts of speech, with some inaccuracies.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

Foundation 1.3 Using Grammatical Features

Discovering	Use one or two familiar English verbs as all-purpose verbs, with some inaccuracies.	Social-Communication	C. Communicative Expression	3.3 Uses <i>to be</i> verbs
Developing	Use some grammatical rules in English, such as using -s or -es for plural nouns and -ing for verbs, sometimes with inaccuracies.	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
Broadening	Broaden the use of English grammatical rules, such as irregular plurals or simple past tense verbs, sometimes with inaccuracies.	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs

Foundation 1.4 Using Complex Sentence Structures

Discovering	Use words or phrases repeatedly experienced in English to communicate.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Developing	Use a few formulaic English sentence structures to communicate on a range of topics by switching out key words in a phrase.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Broadening	Use a variety of English grammatical forms, with some inaccuracies, to produce many different types of sentence structures. Grammatical forms can include adding appropriate possessive pronouns (for example, your, my); conjunctions (for example, and, or); and other elements (for example, adjectives, adverbs).	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

Foundation 1.5 Communicating Needs

Discovering	Use single English words and nonverbal communication with English speakers, such as gestures or behaviors, to seek attention, make a request, or initiate a response.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Developing	Combine nonverbal communication and some English phrases to be understood by English speakers.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
Broadening	Show increasing reliance on verbal communication in English to be understood by English speakers.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Foundation 1.6 Understanding Requests and Directions				
Discovering	Follow simple directions in English when given additional contextual clues.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Developing	Follow directions in English that involve repeatedly experienced routines or contextual clues.	Social-Communication	B. Communicative Understanding	3.1 Follows multi-step directions with contextual cues
Broadening	Follow directions that involve more than one step, relying less on contextual clues.	Social-Communication	B. Communicative Understanding	3. Follows multi-step directions without contextual cues
Foundation 1.7 Asking Questions				
Discovering	Use a frequently experienced question phrase (such as "What's that?") or use one or two English words with a rising pitch to ask questions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Developing	Use a few question structures as a formula, filling in different words to ask about various topics.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
Broadening	Use "who," "what," "why," "how," "when," and "where" to produce questions in many forms to ask about a variety of topics in English.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Foundation 1.8 Constructing Narratives				
Discovering	Identify parts of real or fictional narratives using a few English vocabulary words.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
Developing	Construct real or fictional short narratives using English vocabulary in a few simple English sentence structures.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Broadening	Construct real or fictional narratives by stringing together sentences with varied structures in English.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Foundation 1.9 Sharing Explanations and Opinions				
Discovering	Use English vocabulary and gestures to share descriptions, opinions, and explanations.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Developing	Use a few simple sentence structures to share descriptions, opinions, and explanations.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Broadening	Use varied sentence structures to share descriptions, opinions, and explanations.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Foundation 1.10 Participating in Conversations				
Discovering	Engage in conversation with English speakers, by mostly listening and responding with a few English words, gestures, or other nonverbal responses.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Developing	Converse with others using frequently heard vocabulary in English, often using short, commonly used sentences and phrases and a few repeated grammatical structures, sometimes with inaccuracies.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
Broadening	Engage in conversations in English using increasingly complex vocabulary and varied grammatical structures, sometimes with inaccuracies.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Strand: 2.0 — Foundational Literacy Skills

Sub-Strand — Phonological Awareness

Foundation 2.1 Recognizing and Segmenting Sounds

Discovering	Recognize and produce sounds of spoken English.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six familiar letters of alphabet
Developing	Match English words that have the same first sound in speech, with adult support or the support of pictures or objects.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
Broadening	Isolate and pronounce the first sound of a word in English, with adult support or the support of pictures or objects.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words

Foundation 2.2 Recognizing and Blending Sounds

Discovering	Recognize and produce sounds of spoken English.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six familiar letters of alphabet
Developing	When presented with two single-syllable English words (such as “sand” and “box”), blend them into a compound word in speech, with adult support or the support of pictures or objects.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
Broadening	When presented with syllables and individual sounds, blend them into English words in speech, with adult support or the support of pictures or objects.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
		Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words

Foundation 2.3 Participating in Rhyming and Wordplay

Discovering	Attend to and participate in frequently experienced simple songs, poems, and fingerplays in English, with gestures and some key words.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Developing	Repeat or recite parts of simple songs, poems, and fingerplays that emphasize rhyme in English.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Broadening	Repeat, recite, produce, or initiate simple songs, poems, and fingerplays that emphasize rhyme in English.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt

Sub-Strand — Alphabetics and Print

Foundation 2.4 Recognizing and Identifying Letters

Discovering	Recognize the first letter in their own name in the English alphabet.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
Developing	Accurately identify a few letters of the alphabet in English.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Broadening	Accurately identify many uppercase and some lowercase letters of the alphabet in English.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters

Foundation 2.5 Learning Letter–Sound Correspondence

Discovering	Demonstrate awareness that English alphabet letters have sounds.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Developing	Accurately identify or produce the sound associated with one or two letters in the English alphabet.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six familiar letters of alphabet
Broadening	Accurately identify or produce the sounds of a few letters of the English alphabet (about 5–10), with adult support.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Concepts About Print				
Foundation 2.6 Understanding the Concept of Print				
Discovering	Interact with materials representing the letters of the English alphabet.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
Developing	Demonstrate awareness that they are interacting with English print.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Broadening	Demonstrate awareness of English print as something that can be read and has specific meaning.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Foundation 2.7 Understanding Print Conventions				
Discovering	Engage and interact with English-language books. Demonstrate understanding of a few general book-handling behaviors, such as turning pages one at a time in a single direction.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages from book front toward book end
Developing	Demonstrate understanding of a few book-handling behaviors or print conventions specific to English, such as turning pages from right to left and recognizing the front cover of a book.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Broadening	Demonstrate understanding that print in English is organized from left to right, top to bottom and that pages are turned from right to left when a book is read.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction, and from top to bottom of page
Strand: 3.0 — Reading				
Sub-Strand — Literacy Interest and Response				
Foundation 3.1 Demonstrating Interest in Literacy Activities				
Discovering	Attend to English-language literacy activities.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Developing	Demonstrate interest in and engagement with English-language literacy activities.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Broadening	Demonstrate interest in and engagement with English-language literacy activities with increasing independence.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Foundation 3.2 Participating in Read-Aloud Activities				
Discovering	Pay attention to an adult reading a short English-language book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Developing	Engage in read-aloud activities with English-language books when the language is predictable or repetitive and communicate about the content of the books.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Broadening	Engage in read-aloud activities with English-language books and communicate about the content of the books.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Sub-Strand — Comprehension and Analysis of Age-Appropriate Text				
Foundation 3.3 Understanding Stories				
Discovering	Use pictures or other supports (such as objects or gestures) to understand major characters and details in an English-language story.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Developing	Demonstrate understanding of a few major characters and events in an English-language story, including some details that are conveyed only through the words of the story, after experiencing it a few times.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Broadening	Demonstrate understanding of major characters and events in an English-language story, including details that are conveyed only through the words of the story, after experiencing it for the first time.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Foundation 3.4 Understanding Informational Text				
Discovering	Use pictures or other supports (such as objects or gestures) to understand a few major details in an English-language informational text.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Developing	Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it a few times.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Broadening	Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it for the first time.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Strand: 4.0 — Writing				
Sub-Strand — Writing as Communication				
Foundation 4.1 Writing to Represent Words or Ideas				
Discovering	Write scribbles to represent words and ideas in English.	Literacy	E. Writing	3.4 Writes using "scribble writing"
Developing	Write letter-like scribbles to represent words and ideas in English, with adult support.	Literacy	E. Writing	3.4 Writes using "scribble writing"
Broadening	Write a few recognizable letters to represent words and ideas in English independently.	Literacy	E. Writing	3.1 Writes words using developmental spelling
Foundation 4.2 Writing Own Name				
Discovering	Write marks to represent their own name in the English alphabet.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
Developing	Copy their own name in the English alphabet.	Literacy	E. Writing	3.3 Copies entire first name
Broadening	Write their first name independently in the English alphabet nearly correctly.	Literacy	E. Writing	3.2 Prints first name

Mathematics

Strand: 1.0 — Counting and Cardinality

Sub-Strand — Counting Principles

Foundation 1.1 Reciting Numbers

Early (3 to 4 ½ Years)	Recite numbers in order from one to ten or higher with no more than a few errors.	Math	A. Counting	2.2 Recites numbers 1 to 10
Later (4 to 5 ½ Years)	Recite numbers in order from one to thirty with no more than a few errors. Count forward from a number other than one.	Math	A. Counting	4.2 Recites numbers from 1 to 30

Foundation 1.2 One-to-One Correspondence

Early (3 to 4 ½ Years)	Count five objects or more using one-to-one correspondence (one object for each number word).	Math	A. Counting	2. Counts out 10 items
Later (4 to 5 ½ Years)	Count ten objects or more using one-to-one correspondence (one object for each number word).	Math	A. Counting	3. Counts out 20 items

Foundation 1.3 Cardinality

Early (3 to 4 ½ Years)	Answer the question “How many?” by counting. May repeat the last number word in the number list after counting but is still developing an understanding that the number name of the last object counted represents the total number of objects in the group.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Later (4 to 5 ½ Years)	Consistently demonstrate understanding when counting that the number name of the last object counted represents the total number of objects in the group.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”

Sub-Strand — Recognizing Quantities

Foundation 1.4 Subitize

Early (3 to 4 ½ Years)	Identify without counting the number of objects in a small collection (for example, one to four objects).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Later (4 to 5 ½ Years)	Identify without counting the number of objects in a collection of one to five objects.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”

Sub-Strand — Numeral Recognition

Foundation 1.5 Numeral Recognition

Early (3 to 4 ½ Years)	Recognize and name a few written numerals under 10.	Math	C. Math Symbols	1.2 Labels numerals to 5
Later (4 to 5 ½ Years)	Recognize and name all written numerals through 10.	Math	C. Math Symbols	2.2 Labels numerals from 6–10

Sub-Strand — Number Relationships

Foundation 1.6 Number Comparison

Early (3 to 4 ½ Years)	Compare (with or without counting) two groups of objects that are clearly equal or different in size and communicate, “same” or “more.”	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Later (4 to 5 ½ Years)	Compare two groups of objects by counting and communicating, “more,” “same,” “less,” or “fewer.”	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting

Strand: 2.0 — Operations and Algebraic Thinking

Sub-Strand — Number Operations

Foundation 2.1 Principles of Addition and Subtraction

Early (3 to 4 ½ Years)	Demonstrate understanding that adding or taking away one or more objects from a group will increase or decrease the number of objects in the group.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
Later (4 to 5 ½ Years)	Demonstrate understanding that adding one or taking away one object changes the number in a small group of objects by exactly one.	Math	D. Addition and Subtraction	1.4 Says next number from 1–10

Foundation 2.2 Number Composition and Decomposition

Early (3 to 4 ½ Years)	Demonstrate understanding that a set of objects is made up of smaller parts and that the whole set is bigger than its parts.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
Later (4 to 5 ½ Years)	Decompose a set of objects into two small sets in more than one way (for example, decompose 5 into sets of 3 and 2, or 1 and 4). Combine two small sets to create a larger set (for example, 3 and 2 to make a set of 5).	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction

Foundation 2.3 Solving Addition and Subtraction Problems

Early (3 to 4 ½ Years)	Solve addition and subtraction problems with a very small number of objects in the context of everyday situations.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
Later (4 to 5 ½ Years)	Solve addition and subtraction problems with a larger number of objects (sums up to 10) in the context of everyday situations.	Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or fewer

Foundation 2.4 Sharing Objects (Division)

Early (3 to 4 ½ Years)	Share a small number of objects (for example, four or six objects) equally between two recipients.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
Later (4 to 5 ½ Years)	Share a slightly larger number of objects equally between two or more recipients (for example, nine objects among three recipients).	Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items

Sub-Strand — Classifying and Patterning

Foundation 2.5 Sorting and Classifying

Early (3 to 4 ½ Years)	Notice similarities and differences in the attributes of objects. Sort and classify objects by one attribute into two or more groups.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
Later (4 to 5 ½ Years)	Sort and classify objects by one or more attributes into two or more groups with accuracy and flexibility. When sorting by two attributes, a child may first sort by one attribute and then by the second attribute.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Foundation 2.6 Recognizing, Duplicating, and Extending Patterns

Early (3 to 4 ½ Years)	Notice and explore patterns in their environment and, with adult support, duplicate simple repeating patterns (for example, ABAB).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Later (4 to 5 ½ Years)	Explore, extend, and duplicate a variety of repeating patterns (for example, AABBAABB, ABCABC) with adult support. Describe the repeating part of a pattern (pattern unit).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Foundation 2.7 Creating Patterns

Early (3 to 4 ½ Years)	Create, with adult support, a simple repeating pattern (for example, ABAB).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Later (4 to 5 ½ Years)	Create a variety of repeating patterns (for example, AABBAABB, ABCABC) or recreate existing patterns using different objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Strand: 3.0 — Measurement and Data

Sub-Strand — Comparing and Ordering Objects

Foundation 3.1 Comparing Measurable Attributes of Objects

Early (3 to 4 ½ Years)	Demonstrate awareness that objects can be compared by length, weight, or capacity by noticing differences in objects and communicating about their comparison.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Later (4 to 5 ½ Years)	Compare two objects by length, weight, or capacity (for example, putting objects side by side) and communicate about their comparison.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Foundation 3.2 Ordering Objects

Early (3 to 4 ½ Years)	Order a few objects (for example, three) by length or other attributes (for example, height, capacity).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Later (4 to 5 ½ Years)	Order a slightly larger number of objects (for example, four or five) by length or other attributes (for example, height, capacity).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes

Foundation 3.3 Measuring Length

Early (3 to 4 ½ Years)	(No foundation).			
Later (4 to 5 ½ Years)	Measure length using concrete objects laid end to end, sometimes needing adult support. Note: Children may not yet understand that units need to be of equal length.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Sub-Strand — Data

Foundation 3.4 Representing Data

Early (3 to 4 ½ Years)	Use objects, tally marks, or pictographs to represent data in two groups, with adult support.	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object
Later (4 to 5 ½ Years)	Use objects, tally marks, or pictographs to represent data in two or more groups. Demonstrate understanding that each object, tally mark, or picture represents one data point.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Foundation 3.5 Interpreting Data

Early (3 to 4 ½ Years)	Notice, with adult support, differences in the data of two groups and describe which one has more or less.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Later (4 to 5 ½ Years)	Describe and compare, with adult support, the number of data points in two or more groups. Determine which group has more or less.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Strand: 4.0 — Geometry and Spatial Thinking

Sub-Strand — Shapes

Foundation 4.1 Identifying Two-Dimensional Shapes

Early (3 to 4 ½ Years)	Identify familiar two-dimensional shapes such as circle, square, triangle, and rectangle. Note: May not identify a nontypical version of a shape (for example, a square turned so that the point is down—a diamond).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Later (4 to 5 ½ Years)	Identify, describe, and construct different shapes including variations of circle, square, triangle, rectangle, and other shapes. Use informal language to describe defining properties of a shape (for example, sides, corners, round).	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change

Foundation 4.2 Identifying Three-Dimensional Shapes

Early (3 to 4 ½ Years)	Occasionally identify a few familiar three-dimensional shapes using informal names (for example, saying "ball" when referring to a sphere).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Later (4 to 5 ½ Years)	Identify a few familiar three-dimensional shapes such as sphere, cube, and cylinder. Note: Sometimes still use informal names (for example, ball, square box, tube).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Foundation 4.3 Comparing Two-Dimensional Shapes

Early (3 to 4 ½ Years)	Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Later (4 to 5 ½ Years)	Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape. Identify similarities and differences in the properties (number of sides or vertices) of two different shapes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Foundation 4.4 Composing Shapes

Early (3 to 4 ½ Years)	Use two- or three-dimensional shapes to represent different elements of a picture or design (for example, adding a circle in a corner to represent the sun).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Later (4 to 5 ½ Years)	Combine different two- or three- dimensional shapes to create a picture or design (for example, make a house with two blocks shaped like rectangular prisms and one shaped like a triangular prism).	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change

Sub-Strand — Spatial Thinking

Foundation 4.5 Positions and Directions in Space

Early (3 to 4 ½ Years)	Identify some positions of objects and people in space such as in/on, under/over, up/down, and inside/outside.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Later (4 to 5 ½ Years)	Identify positions of objects and people in space including in/on, under/over, up/down, inside/outside, near/far, next to, beside/between, and in front of/behind.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Foundation 4.6 Mental Rotation

Early (3 to 4 ½ Years)	Rely on trial and error to determine how objects move in space and fit in different locations (for example, try to fit an object into a hole by rotating, flipping, or sliding the piece in different orientations until it fits).	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Later (4 to 5 ½ Years)	Rotate, flip, or slide objects to solve a problem without relying as much on physical trial and error (for example, rotate an object before fitting it into a hole).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

CA Indicator	AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals	
Science				
Strand: 1.0 — Science and Engineering Practices				
Sub-Strand — Observation and Investigation				
Foundation 1.1 Making Observations				
Early (3 to 4 ½ Years)	Observe and actively explore objects and events using their senses and describe their observations.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Later (4 to 5 ½ Years)	Observe and actively explore objects and events using their senses and describe their observations in greater detail.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Foundation 1.2 Comparing and Contrasting				
Early (3 to 4 ½ Years)	Compare and contrast objects and events and describe similarities and differences based on observable properties.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Later (4 to 5 ½ Years)	Compare and contrast objects and events based on physical properties and functions and describe similarities and differences in greater detail.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Foundation 1.3 Asking Questions				
Early (3 to 4 ½ Years)	Demonstrate curiosity and raise simple questions about objects and events in their environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Later (4 to 5 ½ Years)	Demonstrate curiosity and an increased ability to formulate specific and detailed questions about objects and events in their environment.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Foundation 1.4 Defining Problems				
Early (3 to 4 ½ Years)	Identify problems during play and everyday interactions and try simple solutions on their own or in collaboration with peers and adults.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Later (4 to 5 ½ Years)	Identify problems during play and everyday interactions and try multistep solutions on their own or in collaboration with peers and adults.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Foundation 1.5 Making Predictions				
Early (3 to 4 ½ Years)	Make simple predictions, give simple reasons for their predictions, and, with adult support, check the predictions through concrete experiences.	Cognitive	E. Scientific Discovery	1. Expands simple observations and exploration into further inquiry
Later (4 to 5 ½ Years)	Make more detailed predictions drawing on prior experiences and observations, create plans with adult support to check predictions, and demonstrate an emerging ability to discuss why predictions were correct or incorrect.	Cognitive	E. Scientific Discovery	2. Anticipates outcomes of investigation
Foundation 1.6 Planning and Carrying Out Investigations				
Early (3 to 4 ½ Years)	Carry out simple experiments or investigations, on their own or in collaboration with peers and adults, to test their ideas about their observations.	Cognitive	E. Scientific Discovery	1. Expands simple observations and exploration into further inquiry
Later (4 to 5 ½ Years)	Carry out more complex experiments or investigations, on their own or in collaboration with peers and adults, with greater persistence. Use observations and results of prior explorations to generate new questions and test their hypotheses.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Foundation 1.7 Using Tools				
Early (3 to 4 ½ Years)	Identify and use some observation and measurement tools, with adult support.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Later (4 to 5 ½ Years)	Identify and more spontaneously use a greater variety of observation and measurement tools, with some adult support.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Documentation, Analysis, and Communication				
Foundation 1.8 Documenting Observations and Using Models				
Early (3 to 4 ½ Years)	Record observations or findings with adult support and use simple representations, including drawings, models, movement, role-play, and other methods, to convey their observations and understanding of science concepts.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Later (4 to 5 ½ Years)	Record observations or findings in greater detail with some adult support and use more elaborate representations, including drawings, models, charts, diagrams, movement, role-play, and other methods, to convey their observations and understanding of science concepts.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Foundation 1.9 Mathematical Thinking and Analyzing Data				
Early (3 to 4 ½ Years)	Use mathematical thinking to analyze and quantify their observations and answer questions that arise in everyday activities, with adult support.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Later (4 to 5 ½ Years)	Use mathematical thinking with greater precision to analyze and quantify their observations and answer questions that arise in everyday activities, with some adult support.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Foundation 1.10 Formulating and Communicating Explanations and Solutions				
Early (3 to 4 ½ Years)	Formulate and communicate simple explanations and solutions during play and collaborative investigations.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Later (4 to 5 ½ Years)	Formulate and communicate more detailed and precise explanations and solutions during play and collaborative investigations.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Strand: 2.0 — Physical Science				
Sub-Strand — Properties and Characteristics of Nonliving Objects and Materials				
Foundation 2.1 Characteristics of Objects and Materials				
Early (3 to 4 ½ Years)	Investigate and describe the characteristics and physical properties of objects and solid or nonsolid materials (for example, size, weight, shape, color, texture, smell, and sound).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Later (4 to 5 ½ Years)	Investigate and describe in greater detail the characteristics and physical properties of objects and solid, liquid, or gas materials (for example, size, weight, shape, color, texture, smell, and sound).	Cognitive	E. Scientific Discovery	2.3 Makes observations
Foundation 2.2 Light and Sound Waves				
Early (3 to 4 ½ Years)	Notice and explore sound, light, and shadows using their senses and by manipulating objects and materials during play and collaborative investigations.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Later (4 to 5 ½ Years)	Explore and describe changes in the properties of sound, light, and shadows by manipulating different objects and materials during play and collaborative investigations.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Changes in Nonliving Objects and Materials				
Foundation 2.3 Exploring Changes in Objects and Materials				
Early (3 to 4 ½ Years)	Explore and describe changes in objects and materials using their senses (for example, change in color, shape, texture, temperature) during play and collaborative investigations.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Later (4 to 5 ½ Years)	Explore, describe in greater detail, and explain changes in objects and materials using their senses (for example, change in color, shape, texture, form, temperature) during play and collaborative investigations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Foundation 2.4 Force and Motion				
Early (3 to 4 ½ Years)	Observe and describe the way objects' speed and direction change and explore the effect of their own actions (for example, pushing, pulling, rolling, dropping) on making objects move or stop during play and collaborative investigations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Later (4 to 5 ½ Years)	Make and test predictions about how objects change direction, speed, or the distance they go and, based on their observations, explain why objects start, stop, or change direction or speed during play and collaborative investigations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Foundation 2.5 Energy				
Early (3 to 4 ½ Years)	Demonstrate awareness, with adult support, that things (living and nonliving) need sources of energy to function.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Later (4 to 5 ½ Years)	Demonstrate awareness, with adult support, of the different sources of energy that things (living and nonliving) need and describe the changes they observe as a result of these sources of energy.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
Strand: 3.0 — Life Science				
Sub-Strand — Properties and Characteristics of Living Things				
Foundation 3.1 Characteristics of Living Things				
Early (3 to 4 ½ Years)	Identify and describe characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and demonstrate an emerging ability to categorize them.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Later (4 to 5 ½ Years)	Identify and describe characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Foundation 3.2 Bodily Processes				
Early (3 to 4 ½ Years)	Indicate emerging knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Later (4 to 5 ½ Years)	Indicate greater knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals through more detailed observations and descriptions.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Foundation 3.3 Living and Nonliving Things				
Early (3 to 4 ½ Years)	Expect animate objects (people and animals) to self-initiate movement and to have different insides and biological processes that make them behave differently from inanimate objects.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
Later (4 to 5 ½ Years)	Indicate knowledge of the difference between living and nonliving things and recognize that only living things (people, animals, plants) undergo biological changes such as growth, illness, healing, and dying.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Foundation 3.4 Heredity and Traits				
Early (3 to 4 ½ Years)	Name and describe similarities and differences they observe between grown animals, including humans, and their young ones.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Later (4 to 5 ½ Years)	Express their expectation that young animals and plants will reflect similar characteristics to grown animals and plants of the same kind.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Foundation 3.5 Habitats				
Early (3 to 4 ½ Years)	Identify the habitats of people and familiar animals and plants and communicate their understanding that living things have different habitats.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Later (4 to 5 ½ Years)	Recognize that living things have different habitats suited to their unique needs.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Sub-Strand — Changes in Living Things				
Foundation 3.6 Growth, Change, and the Life Cycle of Living Things				
Early (3 to 4 ½ Years)	Observe and explore growth and changes in humans, animals, and plants and communicate an understanding that living things change over time in size and other capacities as they grow and age.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
Later (4 to 5 ½ Years)	Observe and explore growth in humans, animals, and plants and communicate an increased understanding that living things change as they grow and age. Describe transformations related to an individual's life cycle (for example, birth, growth, reproduction, death).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Foundation 3.7 Needs of Living Things				
Early (3 to 4 ½ Years)	Recognize that animals and plants require care and show an emerging understanding that feeding and watering support the growth and survival of humans, animals, and plants.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Later (4 to 5 ½ Years)	Describe the needs of humans, animals, and plants for growth and survival (for example, food, water, sleep, sunshine, shelter).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Strand: 4.0 — Earth and Space Science				
Sub-Strand — Properties and Characteristics of Earth Materials and Objects				
Foundation 4.1 Characteristics of Earth Materials				
Early (3 to 4 ½ Years)	Investigate and describe the characteristics (for example, size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Later (4 to 5 ½ Years)	Investigate and describe the characteristics of earth materials and compare and contrast materials based on their different features (for example, size, weight, shape, color, texture).	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Changes in the Earth and Space				
Foundation 4.2 Natural Objects in the Sky				
Early (3 to 4 ½ Years)	Observe and describe natural objects in the sky (sun, moon, stars, and clouds).	Cognitive	E. Scientific Discovery	2.3 Makes observations
Later (4 to 5 ½ Years)	Observe and describe natural objects in the sky and describe patterns of movement and apparent changes in the sun, moon, stars, and clouds.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Foundation 4.3 Weather				
Early (3 to 4 ½ Years)	Notice and describe changes in weather. Notice the effects of weather and seasonal changes on their own lives and on plants and animals.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Later (4 to 5 ½ Years)	Observe and describe changes in weather and provide examples of the effects of changes in weather and seasons on their own lives and on plants and animals.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
Foundation 4.4 Earth and Human Activity				
Early (3 to 4 ½ Years)	Notice, with adult prompting and support, how humans' actions and use of resources impact the environment and their community, participate in activities related to caring for the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Later (4 to 5 ½ Years)	Investigate, with adult support, how humans' actions and use of resources impact the environment and their community, discuss in simple terms how to care for the environment, and participate in activities related to its care.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Strand: 5.0 — Engineering, Technology, and Applications of Science				
Sub-Strand — Engineering Design				
Foundation 5.1 Engineering Design Process				
Early (3 to 4 ½ Years)	Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating simple solutions to the problems they identify, and, with adult support, <u>testing and refining their solutions</u> .	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Later (4 to 5 ½ Years)	Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating more detailed solutions to the problems they identify, and testing and refining their solutions with less adult support and over longer periods of time.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Sub-Strand — Engineering Design and Society				
Foundation 5.2 Design Solutions and Society				
Early (3 to 4 ½ Years)	Notice and explore, with adult support, how tools and design solutions help address their own and other people's needs and goals in everyday life.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
Later (4 to 5 ½ Years)	Explore in more detail how tools and design solutions help address their own and other people's needs and, with adult support, develop different solutions to address the needs of their families and communities.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Foundation 5.3 Using Digital Devices				
Early (3 to 4 ½ Years)	Demonstrate emerging understanding that different digital tools and devices serve different functions (for example, taking videos or photos) and use digital tools, with adult support, to meet their needs and goals in everyday situations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Later (4 to 5 ½ Years)	Recognize a greater diversity of digital tools and devices and their function (for example, look up information, learn or practice a new skill) and use them with less adult support to meet their needs and goals in everyday situations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Physical Development

Strand: 1.0 — Fundamental Movement Skills

Sub-Strand — Balance

Foundation 1.1 Balancing While Still

Early (3 to 4 ½ Years)	Maintain balance while holding still; sometimes may need assistance.	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
Later (4 to 5 ½ Years)	Show increased balance and control when holding still.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support

Foundation 1.2 Balancing in Motion

Early (3 to 4 ½ Years)	Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
Later (4 to 5 ½ Years)	Show increased balance control while moving in different directions and when transitioning from one movement or position to another.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

Sub-Strand — Locomotor Skills

Foundation 1.3 Walking with Balance

Early (3 to 4 ½ Years)	Walk with balance, not always stable. Sometimes swing their arms opposite their legs while walking (for example, step with the right foot, swing their left arm forward).	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
Later (4 to 5 ½ Years)	Walk with balance and swing their arms opposite their legs (for example, step with the right foot, swing their left arm forward). Exhibit narrower space between feet while walking.	Gross Motor	B. Movement and Coordination	3.1 Walks without support

Foundation 1.4 Running

Early (3 to 4 ½ Years)	Run with a short stride length and feet off the ground for a short period of time. May have difficulty stopping on time. Show inconsistent swinging of the opposite arm and leg together while running.	Gross Motor	B. Movement and Coordination	5.1 Runs
Later (4 to 5 ½ Years)	Run with a longer stride length and each foot off the ground for a longer period of time. Show more control when stopping running. Swing their arm while stepping with the opposite leg more consistently.	Gross Motor	B. Movement and Coordination	5.1 Runs

Foundation 1.5 Jumping

Early (3 to 4 ½ Years)	Jump on two feet for height and distance, including jumping up from the ground or down off a raised surface.	Gross Motor	B. Movement and Coordination	6 Jumps forward
Later (4 to 5 ½ Years)	Jump on two feet for height and distance with increased competence, including jumping up from the ground or down off a raised surface. Swing arms to propel themselves while jumping.	Gross Motor	B. Movement and Coordination	6 Jumps forward

Foundation 1.6 Varied Locomotor Skills

Early (3 to 4 ½ Years)	Demonstrate a variety of new locomotor skills in a basic way that build on (and go beyond) walking and running, such as hopping, galloping, skipping, side-sliding, and leaping.	Gross Motor	B. Movement and Coordination	7 Skips
Later (4 to 5 ½ Years)	Demonstrate increased ability in performing locomotor skills that build on (and go beyond) walking and running, including engagement in hopping, galloping, skipping, side-sliding, and leaping.	Gross Motor	B. Movement and Coordination	7 Skips

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Manipulative Skills				
Foundation 1.7 Gross Motor Manipulative Skills				
Early (3 to 4 ½ Years)	Show gross motor manipulative skills that involve using arms, hands, and feet to interact with objects.	Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
Later (4 to 5 ½ Years)	Show increased ability to perform gross motor manipulative skills that involve using arms, hands, and feet with increased coordination to interact with objects.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
Foundation 1.8 Fine Motor Manipulative Skills				
Early (3 to 4 ½ Years)	Show some fine motor manipulation skills that involve using hands and fingers to interact with objects used in daily life.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore properties of object
Later (4 to 5 ½ Years)	Demonstrate increased fine motor manipulation skills using hands and fingers with increasing competence and precision to interact with objects needed for daily life.	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
Foundation 1.9 Hand Preference				
Early (3 to 4 ½ Years)	Tend to show a preference for using one hand more than the other within a task and sometimes across multiple tasks.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with the other hand.
Later (4 to 5 ½ Years)	Demonstrate a consistent preference for using one hand more often than the other within and across different tasks.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with the other hand
Strand: 2.0 — Perceptual–Motor Skills and Movement Concepts				
Sub-Strand — Body Awareness				
Foundation 2.1 Knowledge of Body Parts				
Early (3 to 4 ½ Years)	Demonstrate knowledge of the names of basic body parts.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Later (4 to 5 ½ Years)	Demonstrate knowledge of more and a greater variety of body parts.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Sub-Strand — Spatial Awareness				
Foundation 2.2 Spatial Awareness				
Early (3 to 4 ½ Years)	Use their own body as a reference point when locating or relating to other people or objects in their immediate environment.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Later (4 to 5 ½ Years)	Use their own body, general space, and other people's space when locating or relating to other people or objects in their immediate environment.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Sub-Strand — Directional Awareness				
Foundation 2.3 Directional Understanding				
Early (3 to 4 ½ Years)	Distinguish the direction of movements that are up and down and to the side of the body.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Later (4 to 5 ½ Years)	Understand and distinguish between the sides of the body (without necessarily understanding right and left).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Foundation 2.4 Directional Movement				
Early (3 to 4 ½ Years)	Move forward and backward or up and down easily.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
Later (4 to 5 ½ Years)	Change directions, moving forward and backward, side to side, or up and down, quickly and with more accuracy.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
Foundation 2.5 Object Locations				
Early (3 to 4 ½ Years)	Demonstrate an ability to place an object on top of or under something with some accuracy.	Fine Motor	A. Reach, Grasp, Hold, and Release	3.1 Releases object into targeted space
Later (4 to 5 ½ Years)	Demonstrate an ability to place an object or their own body in front of, to the side of, or behind something else with accuracy.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Strand: 3.0 — Active Physical Play

Sub-Strand — Active Participation

Foundation 3.1 Physical Activity

Early (3 to 4 ½ Years)	Initiate or engage in simple physical activities for a short to moderate period of time.	Gross Motor	C. Active Play	All
Later (4 to 5 ½ Years)	Initiate more complex physical activities for a sustained period of time.	Gross Motor	C. Active Play	All

Sub-Strand — Cardiovascular Endurance

Foundation 3.2 Cardiovascular Endurance

Early (3 to 4 ½ Years)	Engage in frequent bursts of active play that involves increased activity of the heart, lungs, and vascular system.	Gross Motor	C. Active Play	All
Later (4 to 5 ½ Years)	Engage in sustained active play of increasing intensity that involves the heart, lungs, and vascular system.	Gross Motor	C. Active Play	All

Sub-Strand — Muscular Strength, Muscular Endurance, and Flexibility

Foundation 3.3 Strength, Endurance, and Flexibility

Early (3 to 4 ½ Years)	Engage in active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility.	Gross Motor	C. Active Play	All
Later (4 to 5 ½ Years)	Engage in increased active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility.	Gross Motor	C. Active Play	All

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Health				
Strand: 1.0 — Understanding Health and Wellness				
Sub-Strand — Body and Health Awareness				
Foundation 1.1 Identifying and Naming Body Parts				
Early (3 to 4 ½ Years)	Identify and correctly name a few external body parts (for example, elbow, head, private body parts) and a few internal body parts (for example, bones, brain, heart) and demonstrate limited knowledge of their functions.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Later (4 to 5 ½ Years)	Identify and correctly name several external body parts (for example, elbow, head, private body parts) and internal body parts (for example, bones, brain, heart) and demonstrate more detailed knowledge of their functions.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Foundation 1.2 Communicating About Health Needs				
Early (3 to 4 ½ Years)	Communicate to an adult, with varying specificity and accuracy, about feeling uncomfortable, not feeling well, or a special health need.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Later (4 to 5 ½ Years)	Consistently communicate to an adult about feeling uncomfortable, not feeling well, or a special health need and can identify a solution.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
Foundation 1.3 Understanding the Role of Health Care Providers				
Early (3 to 4 ½ Years)	Communicate their basic understanding that health care providers keep people well and help them when they are not well.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Later (4 to 5 ½ Years)	Communicate more specific knowledge on how health care providers keep people well and help them when they are not well.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Sub-Strand — Body and Safety Boundaries				
Foundation 1.4 Recognizing and Communicating About Body Boundaries				
Early (3 to 4 ½ Years)	Recognize and communicate, with adult support, about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). Tend to follow trusted adults' guidance about body boundaries.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Later (4 to 5 ½ Years)	Demonstrate an ability to recognize and communicate about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). More consistently and independently follow and use trusted adults' guidance about body boundaries.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by other children or adults
Sub-Strand — Nutrition				
Foundation 1.5 Identifying Foods				
Early (3 to 4 ½ Years)	Identify a few specific foods.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Later (4 to 5 ½ Years)	Identify a larger variety of foods and know some of the related food groups.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Foundation 1.6 Communicating Fullness and Hunger				
Early (3 to 4 ½ Years)	Demonstrate an emerging ability to communicate their own fullness and hunger to an adult. Anticipate mealtime routines but show a limited capacity to wait for the next meal.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
Later (4 to 5 ½ Years)	Communicate more consistently their fullness and hunger to an adult. Anticipate mealtime routines and wait a little longer for a meal.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Foundation 1.7 Understanding a Variety of Foods				
Early (3 to 4 ½ Years)	Demonstrate an emerging understanding that eating a variety of food helps them grow and feel good. Choose familiar foods, including familial and cultural foods, although occasionally are open to trying new foods.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Later (4 to 5 ½ Years)	Demonstrate an understanding that eating a variety of food helps the body grow and feel good. Choose from a greater variety of foods at mealtimes, including familial and cultural foods.	Adaptive	A. Eating and Drinking	2. Eats foods from a variety of food groups with a variety of textures
Foundation 1.8 Recognizing the Body's Response to Physical Activity				
Early (3 to 4 ½ Years)	Recognize, with adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and indicate the need to be physically active outdoors or indoors.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Later (4 to 5 ½ Years)	Recognize, with less or limited adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and demonstrate an emerging understanding that being active is healthy. More consistently and with less adult support indicate the need to be physically active outdoors or indoors.	Gross Motor	C. Active Play	All
Sub-Strand — Sleep				
Foundation 1.9 Recognizing and Indicating When Tired				
Early (3 to 4 ½ Years)	Recognize, with adult support, when they are tired and express tiredness with a range of behaviors. Demonstrate limited ability to follow sleep routines consistently.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Later (4 to 5 ½ Years)	Indicate when they are tired with a range of behaviors and demonstrate an emerging ability to understand that sleep and rest are part of keeping their bodies healthy. Follow sleep and rest routines more consistently.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
Strand: 2.0 — Health and Safety Habits				
Sub-Strand — Basic Hygiene				
Foundation 2.1 Handwashing				
Early (3 to 4 ½ Years)	Demonstrate knowledge of some steps in the handwashing routine.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
Later (4 to 5 ½ Years)	Demonstrate knowledge of most or all steps in the handwashing routine.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
Foundation 2.2 Preventing Infectious Diseases				
Early (3 to 4 ½ Years)	Practice health habits that prevent infectious diseases and infestations (for example, lice) with adult instruction and modeling.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene (including brush teeth, comb hair, wipe nose)
Later (4 to 5 ½ Years)	Practice health habits that prevent infectious diseases and infestations (for example, lice) with limited adult instruction and modeling.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene (including brush teeth, comb hair, wipe nose)
Sub-Strand — Oral Health				
Foundation 2.3 Toothbrushing				
Early (3 to 4 ½ Years)	Demonstrate knowledge and follow some steps of the toothbrushing routine with adult supervision and instruction.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
Later (4 to 5 ½ Years)	Demonstrate knowledge and follow more steps of the toothbrushing routine and demonstrate knowledge of when toothbrushing should be done with limited adult supervision and instruction.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene (including brush teeth, comb hair, wipe nose)
Sub-Strand — Sun Safety				
Foundation 2.4 Practicing Sun Safety				
Early (3 to 4 ½ Years)	Practice some sun-safe actions (for example, wearing sunscreen, drinking water) with adult support and guidance.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous external conditions or substances
Later (4 to 5 ½ Years)	Practice sun-safe actions (for example, wearing sunscreen, drinking water) with less adult support and guidance.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous external conditions or substances

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Injury Prevention				
Foundation 2.5 Following Safety Rules				
Early (3 to 4 ½ Years)	Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with adult support and prompting.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Later (4 to 5 ½ Years)	Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with less adult support and guidance.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Foundation 2.6 Following Emergency Routines				
Early (3 to 4 ½ Years)	Demonstrate an ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with adult support and guidance.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Later (4 to 5 ½ Years)	Demonstrate increased independent ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with some adult guidance.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Foundation 2.7 Following Transportation and Pedestrian Safety Rules				
Early (3 to 4 ½ Years)	Show an emerging ability to follow transportation and pedestrian safety rules with adult instruction and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Later (4 to 5 ½ Years)	Show increased ability to follow and understand transportation and pedestrian safety rules with adult support and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

History and Social Science

Strand: 1.0 — Social Inquiry Skills

Sub-Strand — Asking Questions and Using Evidence

Foundation 1.1 Making Observations and Asking Questions

Early (3 to 4 ½ Years)	Notice, make observations, and ask adults and peers questions about the social world (people, places, institutions).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Later (4 to 5 ½ Years)	Make more detailed observations and ask adults and peers more specific questions (why, how) about the social world (people, places, institutions).	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation

Foundation 1.2 Gathering and Using Evidence

Early (3 to 4 ½ Years)	Gather information with adult support from resources (such as books and other media) related to questions of interest about the social world (people, places, institutions).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Later (4 to 5 ½ Years)	Gather information during extended inquiries, with adult support, from a greater variety of resources (such as informational books, magazines, media, and community members) to generate answers related to questions of interest about the social world (people, places, institutions).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Sub-Strand — Communicating Ideas About the Social World

Foundation 1.3 Creating Representations

Early (3 to 4 ½ Years)	Create representations (for example, drawings, three-dimensional models, embodied action, or stories) to show developing understanding of the social world (people, places, institutions), with adult support.	Literacy	E. Writing	2.1 Makes representational drawings
Later (4 to 5 ½ Years)	Create more detailed representations (for example, drawings, three-dimensional models, embodied action, or stories) to deepen and share their understanding of the social world (people, places, institutions), with adult support.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Strand: 2.0 — Self and Social Systems

Sub-Strand — Self-Identity and Society

Foundation 2.1 Self-Identity

Early (3 to 4 ½ Years)	Show awareness of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later (4 to 5 ½ Years)	Show greater awareness and understanding of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Foundation 2.2 Membership in Communities

Early (3 to 4 ½ Years)	Exhibit awareness of the communities (for example, family, peer group) with whom they interact frequently.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Later (4 to 5 ½ Years)	Exhibit awareness of their membership in varied communities, including communities with whom they interact occasionally (for example, sports team, extended family, faith community).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Foundation 2.3 Awareness of Social Roles

Early (3 to 4 ½ Years)	Exhibit awareness of familiar everyday social roles (for example, parent, sibling, teacher, doctor).	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large group activities
Later (4 to 5 ½ Years)	Exhibit awareness of broader social roles beyond the everyday social roles they typically encounter.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Culture, Difference, and Diversity				
Foundation 2.4 Exploring Cultural Communities				
Early (3 to 4 ½ Years)	Explore the cultural groups (for example, racial, ethnic, religious, linguistic, ability) in which they participate and display curiosity about other people's practices.	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large group activities
Later (4 to 5 ½ Years)	Explore characteristics, practices, and traditions of cultural groups (for example, racial, ethnic, religious, linguistic, ability) beyond their own cultural communities, with adult support.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Foundation 2.5 Exploring Similarities and Differences				
Early (3 to 4 ½ Years)	Notice similarities and differences in people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later (4 to 5 ½ Years)	Identify and name similarities and differences among people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability), as well as people they are exposed to through learning materials, media, and daily interactions, with adult prompting.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Strand: 3.0 — Skills for Democracy and Being a Community Member (Civics)				
Sub-Strand — Fairness and Respect for Other People				
Foundation 3.1 Identifying and Including Members of Peer Groups				
Early (3 to 4 ½ Years)	Recognize members of their peer groups (for example, members of their classroom, team, or activity group) and include them in play and learning activities.	Social-Emotional	D. Independent and Group Participation	3.1 Initiates cooperative activity
Later (4 to 5 ½ Years)	Identify members of their peer groups (for example, members of their classroom, team, or activity group), and include them in collaborative play and learning activities.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Foundation 3.2 Showing Care and Offering Help				
Early (3 to 4 ½ Years)	Notice the needs of other people (for example, adults, peers) and the physical space; show care by offering help and contributing.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Later (4 to 5 ½ Years)	Increasingly notice individual and group needs. Show care for others (for example, adults, peers) and for the physical space through actions like offering help, contributing, advocating, and leading.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Foundation 3.3 Understanding Different Needs and Fairness				
Early (3 to 4 ½ Years)	Notice and communicate that peers have different needs by offering different resources and taking varied actions. (Even so, they may become frustrated by differences in the distribution of materials or opportunities.)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Later (4 to 5 ½ Years)	Demonstrate understanding that peers have different needs by working toward supporting rules and practices that allow for each other's needs to be met. (Even so, they may still become frustrated by differences in the distribution of materials or opportunities.)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Sub-Strand — Community Norms and Practices				
Foundation 3.4 Contributing to the Group				
Early (3 to 4 ½ Years)	Contribute to group efforts alongside adults and peers.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Later (4 to 5 ½ Years)	Contribute ideas, work toward group efforts, and show awareness of their individual contribution to collective group projects alongside adults and peers.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Foundation 3.5 Following Community Rules and Norms				
Early (3 to 4 ½ Years)	Recognize community rules and norms and, with adult support, follow rules while learning to coordinate personal interests with those of others.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Later (4 to 5 ½ Years)	Recognize rules and norms and follow community rules with fewer adult reminders. Enforce community rules and norms with peers.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Collaborative Problem-Solving				
Foundation 3.6 Group Decision-Making				
Early (3 to 4 ½ Years)	Participate in group decision-making (for example, voting, group meetings, circle time) about everyday choices that affect the group, with adult support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Later (4 to 5 ½ Years)	Participate in group decision-making (for example, voting, group meetings, circle time) with adult support. Express ideas of agreement and disagreement during decision-making practices.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Foundation 3.7 Collective Problem-Solving				
Early (3 to 4 ½ Years)	Participate in problem-solving with peers (for example, interpersonal conflict resolution). Use simple bargaining or seek out adult intervention as strategies.	Cognitive	D. Reasoning	4.1 Uses strategies to resolve conflicts
Later (4 to 5 ½ Years)	Solve problems with peers through strategies like negotiation and compromise to solve problems. Intervene on behalf of one another during problem-solving.	Cognitive	D. Reasoning	4. Resolves conflicts using negotiation
Foundation 3.8 Developing Solutions and Taking Action				
Early (3 to 4 ½ Years)	Offer simple ideas to address problems and issues affecting their group, school, or larger community, with adult support.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Later (4 to 5 ½ Years)	Develop solutions and take action, often engaging others, to address problems and issues in their group, school, or larger community, with adult support.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems
Strand: 4.0 — Time, Continuity, and Change				
Sub-Strand — Understanding of Time				
Foundation 4.1 Using Time Order Words				
Early (3 to 4 ½ Years)	Use sequential words or phrases, such as “before” and “after,” to describe the time order of everyday personal events.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Later (4 to 5 ½ Years)	Indicate time order with increasing accuracy and sophistication. Use words like “before,” “after,” “then,” “next,” “yesterday,” and “tomorrow.”	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Sub-Strand — Personal History				
Foundation 4.2 Describing Change Over Time				
Early (3 to 4 ½ Years)	Identify change over time in themselves, with some adult support, when recalling events from early life (for example, “When I was a baby ...”).	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual detail
Later (4 to 5 ½ Years)	Identify and describe change over time in themselves, family, and community and share more detailed stories about recent experiences.	Cognitive	B. Imitation and Memory	3. Relates past events
Sub-Strand — Historical Changes in People and the World				
Foundation 4.3 Recalling Past Events				
Early (3 to 4 ½ Years)	Recall past experiences easily and enjoy hearing stories about the past but require adult help to distinguish when past events occurred in relation to each other and to connect them with current experience.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual detail
Later (4 to 5 ½ Years)	Show improved ability to relate past events to other past events and current experiences but occasionally rely on some adult support.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual detail

Strand: 5.0 — Sense of Place and Environment

Sub-Strand — Navigating Familiar Locations

Foundation 5.1 Identifying Characteristics of Locations

Early (3 to 4 ½ Years)	Identify the characteristics of familiar locations, such as home and school and describe objects and activities associated with each.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later (4 to 5 ½ Years)	Identify characteristics of their community and region, including geographic features, weather, and common activities.	Cognitive	E. Scientific Discovery	2.3 Makes observations

Foundation 5.2 Communicating Locations and Directions

Early (3 to 4 ½ Years)	Communicate location and directionality (for example, in/on, under/over, up/down, inside/outside) when describing nearby places and locations.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Later (4 to 5 ½ Years)	Communicate a greater diversity of directions to others (for example, near/far, next to, beside/between, in front/behind), including specific places and locations that are farther away.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Sub-Strand — Representations of Physical Space

Foundation 5.3 Understanding Physical Space Through Drawings, Building Materials, and Maps

Early (3 to 4 ½ Years)	Demonstrate an emerging understanding that drawings, globes, building materials, and maps can represent the physical world, but often interpret map symbols imprecisely.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Later (4 to 5 ½ Years)	Create their own drawings, maps, and models; use globes, maps, and map symbols and use maps for basic problem-solving (for example, locating objects) more skillfully, with adult support.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Sub-Strand — Caring for the Natural and Built World

Foundation 5.4 Caring for the World

Early (3 to 4 ½ Years)	Show an interest in the natural and built world, including animals, plants, and the built environment, especially as they experience it directly. With adult support, develop understanding of the interaction between humans and the environment, including taking care of the natural world (for example, not polluting a lake).	Cognitive	E. Scientific Discovery	1. Expands simple observations and exploration into further inquiry
Later (4 to 5 ½ Years)	Show an interest in the natural and built world both within and outside direct experience. Understand the positive and negative impacts of human interaction with the natural world. With adult support, develop actions to take care of the natural world and humans impacted by natural disasters (for example, forest fires).	Cognitive	E. Scientific Discovery	2.3 Makes observations

Strand: 6.0 — Economic Systems

Sub-Strand — Community Needs

Foundation 6.1 Meeting Community Needs

Early (3 to 4 ½ Years)	Recognize that community members have basic needs (for example, shelter, food) and that there are different ways to meet those needs.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Later (4 to 5 ½ Years)	Recognize that community members have basic needs (for example, shelter, food) and demonstrates emerging ability to identify people and places within the community that help community members meet their needs.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Foundation 6.2 Awareness of People at Work

Early (3 to 4 ½ Years)	Understand that people do different types of work, both inside and outside the home.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Later (4 to 5 ½ Years)	Explore with adult support a wider array of work that people do both inside and outside the home. Understand how different types of work help communities meet their needs.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Sub-Strand — Exchange

Foundation 6.3 Understanding Exchange

Early (3 to 4 ½ Years)	Recognize use of different forms of exchange, including trading and using money to buy and sell.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems (market concept)
Later (4 to 5 ½ Years)	Understand more complex exchange concepts, like choosing one item over another (opportunity cost), limited access to or limited amounts of a resource (supply and demand), and the exchange of money to buy and sell goods and services.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems (market concept)

Visual and Performing Arts

Strand: 1.0 — Visual Arts

Sub-Strand — Notice, Respond to, or Engage in Visual Art

Foundation 1.1 Attending to and Engaging in Visual Arts

Early (3 to 4 ½ Years)	Attend to and engage with different visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, or objects
Later (4 to 5 ½ Years)	Demonstrate increased attention to and engagement with a variety of visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, or objects

Foundation 1.2 Communicating About Art Forms and Elements

Early (3 to 4 ½ Years)	Notice and communicate about some objects, forms, or representations that appear in art.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later (4 to 5 ½ Years)	Notice and communicate about specific elements that appear in art (such as color, line, texture, or perspective), and describe how objects, forms, or representations are positioned in the artwork.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

Sub-Strand — Develop Skills in Visual Art

Foundation 1.3 Drawing or Painting Lines and Curves

Early (3 to 4 ½ Years)	Use straight and curved marks and lines, circles, and other shapes to create drawings or paintings that suggest people, animals, or other objects.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Later (4 to 5 ½ Years)	Use straight and curved marks and lines, circles, and other shapes with increased precision and detail to create drawings or paintings of people, animals, or other objects that are mostly recognizable.	Fine Motor	C. Mechanics of Writing	1.1 Writes and/or draws using mixed strokes

Foundation 1.4 Working with Dough or Clay

Early (3 to 4 ½ Years)	Make somewhat regular-shaped balls and coils out of play dough or clay using their hands or simple tools.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with other hand
Later (4 to 5 ½ Years)	Make representational forms that are mostly recognizable out of play dough or clay using their hands or simple tools.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with other hand

Foundation 1.5 Using Visual Arts Materials

Early (3 to 4 ½ Years)	Use a range of materials to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures).	Fine Motor	B. Functional Skill Use	3.1 Assembles toy that requires putting pieces together
Later (4 to 5 ½ Years)	Use a range of materials more intentionally to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures) that is more detailed.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy that requires putting pieces together

Foundation 1.6 Communicating Visual Arts Terms

Early (3 to 4 ½ Years)	Recognize and name some materials and tools used for visual arts.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later (4 to 5 ½ Years)	Recognize and name a greater variety of materials and tools used for visual arts with increased accuracy.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Foundation 1.7 Demonstrating Motor Control

Early (3 to 4 ½ Years)	Demonstrate some motor control when working with visual arts tools.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Later (4 to 5 ½ Years)	Demonstrate coordination and increased motor control when working with visual arts tools.	Fine Motor	C. Mechanics of Writing	1.1 Writes and/or draws using mixed strokes

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Foundation 1.8 Mixing and Blending Colors				
Early (3 to 4 ½ Years)	Experiment with mixing colors and notice different colors and shades.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Later (4 to 5 ½ Years)	Intentionally mix and blend colors to achieve different colors and shades.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Sub-Strand — Create, Invent, or Express Through Visual Art				
Foundation 1.9 Creating Two-Dimensional and Three-Dimensional Representations				
Early (3 to 4 ½ Years)	Create two-dimensional and three-dimensional pieces of visual art that are intended to represent objects, figures, people, or experiences.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Later (4 to 5 ½ Years)	Create two-dimensional and three-dimensional pieces of visual art that often include a combination of objects, figures, and people to illustrate a story or scene, sometimes naming the artworks.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Foundation 1.10 Intensity and Mood				
Early (3 to 4 ½ Years)	Use some intensity of marks and colors to express a feeling or mood.	Literacy	E. Writing	2.1 Makes representational drawings
Later (4 to 5 ½ Years)	Use intensity of marks and colors more frequently to express a feeling or mood and explain their choice.	Literacy	E. Writing	2.1 Makes representational drawings
Strand: 2.0 — Music				
Sub-Strand — Notice, Respond to, or Engage in Music				
Foundation 2.1 Attending to and Engaging in Music				
Early (3 to 4 ½ Years)	Attend to and engage with different sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Later (4 to 5 ½ Years)	Demonstrate increased attention to and engagement with a wider variety of sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
Foundation 2.2 Responding to Music with Body Movements				
Early (3 to 4 ½ Years)	Use body movement to respond to music by themselves or with others.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Later (4 to 5 ½ Years)	Use body movement that more closely responds to the beat, dynamics (louds and softs), and tempo (speed) of music by themselves or with others.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Sub-Strand — Develop Skills in Music				
Foundation 2.3 Recognizing Sounds and Vibrations				
Early (3 to 4 ½ Years)	Notice and communicate differences between some vocal, instrumental, and environmental sounds and vibrations.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Later (4 to 5 ½ Years)	Notice and communicate differences between a larger array of vocal, instrumental, and environmental sounds and vibrations with increased accuracy.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Foundation 2.4 Exploring Vocal Expression and Instruments				
Early (3 to 4 ½ Years)	Explore vocally and with instruments; sing patterns, chants, and parts of songs by themselves or with others.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Later (4 to 5 ½ Years)	Expand vocal and instrumental exploration; sing patterns, chants, and entire songs alone or with others in varying pitches (highs and lows), dynamics (louds and softs), moods, and intensities.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Foundation 2.5 Exploring Beat and Rhythmic Awareness				
Early (3 to 4 ½ Years)	Tap beats and rhythms with their hands, feet, and instruments or other percussive tools.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Later (4 to 5 ½ Years)	Increase complexity and accuracy in tapping various beats and rhythms with their hands, feet, and instruments or other percussive tools.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Foundation 2.6 Communicating Music Terms				
Early (3 to 4 ½ Years)	Recognize and name basic terms and elements related to music, such as the names of a few instruments or a few basic terms describing tempo (speed) or dynamics (louds and softs).	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names of people or pets
Later (4 to 5 ½ Years)	Recognize and name a wider range of instruments and specific qualities of music, such as pitch (high or low), mood, tempo (speed), and dynamics (louds and softs).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Sub-Strand — Create, Invent, or Express Through Music				
Foundation 2.7 Producing or Improvising Melodies and Rhythms				
Early (3 to 4 ½ Years)	Use vocal skills, instruments, and other tools to produce short melodies, chants, or songs using simple rhythms and tones, by themselves or with others.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker/listener role during conversations with others
Later (4 to 5 ½ Years)	Use vocal skills, instruments, and other tools to produce or improvise on melodies, chants, or songs using more complex rhythms and tones, by themselves or with others.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker/listener role during conversations with others
Strand: 3.0 — Drama				
Sub-Strand — Notice, Respond to, or Engage in Drama				
Foundation 3.1 Engaging in Drama				
Early (3 to 4 ½ Years)	Engage in pretend play by themselves or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Later (4 to 5 ½ Years)	Engage in extended and flexible pretend play scenarios, by themselves or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Foundation 3.2 Understanding Plot				
Early (3 to 4 ½ Years)	Demonstrate knowledge of the simple plot of a participatory drama.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Later (4 to 5 ½ Years)	Demonstrate knowledge of the extended plot and conflict of a participatory drama.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Sub-Strand — Develop Skills in Drama				
Foundation 3.3 Showing Emotions				
Early (3 to 4 ½ Years)	Use gestures, expressions, and movements to intentionally show different emotions.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large group activities
Later (4 to 5 ½ Years)	Use gestures, expressions, and movements to intentionally show a wider range of emotions.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Foundation 3.4 Acting Out Prompts or Scripts				
Early (3 to 4 ½ Years)	Participate in acting out prompts or simple scripts by themselves or with others (such as by following instructions or taking turns).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Later (4 to 5 ½ Years)	Participate in acting out longer or more detailed prompts or scripts by themselves or with others (such as by following instructions or taking turns).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Foundation 3.5 Engaging in Role-Play				
Early (3 to 4 ½ Years)	Engages in role-play (representing a person, animal, or character) using a limited range of voices, movements, and gestures.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Later (4 to 5 ½ Years)	Engages in role-play (representing a person, animal, or character) using a wider range of voices, movements, and gestures.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Foundation 3.6 Vocal Projection				
Early (3 to 4 ½ Years)	Project their voice with some clarity using some dynamics (louds and softs).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Later (4 to 5 ½ Years)	Project their voice with increased clarity using a range of dynamics (louds and softs).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Foundation 3.7 Communicating Drama Terms				
Early (3 to 4 ½ Years)	Understand and communicate basic terms and elements related to drama.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Later (4 to 5 ½ Years)	Demonstrate a broader understanding of terms and elements related to drama and an increased ability to communicate the terms.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Sub-Strand — Create, Invent, or Express Through Drama				
Foundation 3.8 Using Props or Costumes				
Early (3 to 4 ½ Years)	Add props or costumes to enhance the dramatization of familiar stories and fantasy play by themselves or with others.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Later (4 to 5 ½ Years)	Intentionally use a variety of props, costumes, or scenery to enhance the dramatization of familiar stories and fantasy play by themselves or with others.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Foundation 3.9 Creating Scripts				
Early (3 to 4 ½ Years)	Create new scripts, reinvent, or embellish existing stories and act them out by themselves or with others, with or without adult support.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small group activities
Later (4 to 5 ½ Years)	Intentionally create longer and more detailed scripts and stories, acting them out by themselves or with others, with or without adult support.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Strand: 4.0 — Dance				
Sub-Strand — Notice, Respond to, or Engage in Dance				
Foundation 4.1 Attending to and Engaging in Dance				
Early (3 to 4 ½ Years)	Attend to or engage in different movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Later (4 to 5 ½ Years)	Demonstrate increased attention to or engagement with a variety of movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.	Social-Communication	C. Communicative Expression	3. Uses conversational rules when communicating with others
Sub-Strand — Develop Skills in Dance				
Foundation 4.2 Spatial Awareness and Coordination				
Early (3 to 4 ½ Years)	Demonstrate awareness of self and others in dance or when moving in space.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Later (4 to 5 ½ Years)	Demonstrate increased awareness of self and others and coordination of movement in dance or when moving in space.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Foundation 4.3 Responding to Tempo				
Early (3 to 4 ½ Years)	Respond to tempo (speed) and timing through movement.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Later (4 to 5 ½ Years)	Respond to tempo (speed) and timing through movement with increased accuracy and skill.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Foundation 4.4 Learning Basic Dance Skills				
Early (3 to 4 ½ Years)	Respond to the instruction of one skill at a time in movement (such as jumping or falling).	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Later (4 to 5 ½ Years)	Respond to the instruction of more than one skill at a time in movement (such as turning, leaping, and turning again).	Social-Communication	B. Communicative Understanding	3. Follows multi-step directions without contextual cues
Foundation 4.5 Communicating Dance Terms				
Early (3 to 4 ½ Years)	Understand and communicate basic terms and elements related to dance.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Later (4 to 5 ½ Years)	Demonstrate a broader understanding of terms and elements related to dance (such as steps, tempo [speed], or types of dances) and an increased ability to communicate the terms.	Social-Communication	C. Communicative Expression	4.1 Identifies common concepts

CA Indicator		AEPS-3 Area	AEPS-3 StrandC	AEPS-3 Goals
Sub-Strand — Create, Invent, or Express Through Dance				
Foundation 4.6 Representation Through Dance				
Early (3 to 4 ½ Years)	Use music and movement patterns to act out and dramatize.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Later (4 to 5 ½ Years)	Use music and movement patterns to act out and dramatize with increased skill.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Foundation 4.7 Inventing and Improvising Dance				
Early (3 to 4 ½ Years)	Invent dance movements or improvise dances by themselves or with others.	Gross Motor	C. Active Play	All
Later (4 to 5 ½ Years)	Invent and recreate dance movements or improvise dances by themselves or with others. Often initiate a sequence of movements or steps.	Gross Motor	C. Active Play	All
Foundation 4.8 Communicating Feelings Through Dance				
Early (3 to 4 ½ Years)	Communicate simple feelings spontaneously and intentionally through dance and movement, by themselves or with others.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Later (4 to 5 ½ Years)	Communicate more complex feelings spontaneously and intentionally through dance and movement by themselves or with others.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities