



## ALIGNMENT

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

## **WITH Louisiana Early Learning and Development Standards**

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

This document aligns Louisiana’s Early Learning & Development Standards (ELDS) [2025] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

### **References**

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

Louisiana Department of Education (2025). *Louisiana’s Early Learning & Development Standards (ELDS)*. Retrieved from: [https://doe.louisiana.gov/docs/default-source/academic-standards/early-learning-and-development-standards-\(elds\)-standards-only.pdf?sfvrsn=7fe2eab0\\_8](https://doe.louisiana.gov/docs/default-source/academic-standards/early-learning-and-development-standards-(elds)-standards-only.pdf?sfvrsn=7fe2eab0_8)

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Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Approaches to Learning</b>				
<b>Subdomain: Initiative and Curiosity</b>				
<b>Standard AL 1: Children engage in multiple and varied play-based experiences.</b>				
<b>Indicators AL 1.1</b>				
Infants (Birth to 11 months)	AL 1.1.0 Explore objects, materials, and/or people in their immediate environment using their senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Interact with materials by manipulating them in a variety of ways (e.g., grasp, mouth, bang).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	AL 1.1.1 Explore and interact with familiar objects and materials in the environment.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Use everyday objects and toys as intended in their play (e.g., build with blocks, stir with spoons).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Older Toddlers (16 to 36 months)	AL 1.1.2 Explore both familiar and unfamiliar materials, activities, and experiences.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Explore new ways to use familiar objects during play (e.g., hold a banana to the ear and talk into it like a phone).	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object
Three-Year-Olds (36 to 48 months)	AL 1.1.3 Explore unfamiliar objects, materials, and experiences.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Four-Year-Olds (48 to 60 months)	AL 1.1.4 Seek out and engage with unfamiliar objects, materials, and experiences.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators AL 1.2</b>				
Infants (Birth to 11 months)	AL 1.2.0 Demonstrate interest in others (e.g., turn head toward a familiar voice).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddlers (9 to 18 months)	AL 1.2.1 Demonstrate interest in their surroundings.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (16 to 36 months)	AL 1.2.2 Seek information about familiar objects, people, and experiences.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Three-Year-Olds (36 to 48 months)	AL 1.2.3 Seek information about unfamiliar objects, people, and experiences.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Four-Year-Olds (48 to 60 months)	AL 1.2.4 Seek information and contribute to discussions about a variety of new topics, ideas, and activities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>Indicators AL 1.3</b>				
Infants (Birth to 11 months)	AL 1.3.0 Meet one's own needs using simple behaviors (e.g., feed oneself finger foods).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	AL 1.3.1 Attempt to help with simple tasks and activities.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (16 to 36 months)	AL 1.3.2 Demonstrate increasing interest and independence in completing simple tasks.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Three-Year-Olds (36 to 48 months)	AL 1.3.3 Complete a variety of simple tasks independently.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Four-Year-Olds (48 to 60 months)	AL 1.3.4 Complete multi-step tasks independently.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>Indicators AL 1.4</b>				
Infants (Birth to 11 months)	AL 1.4.0 Select a particular material, toy, or place of interest to explore on their own.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	AL 1.4.1 Express choices and preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddlers (16 to 36 months)	AL 1.4.2 Insist on preferences and express dislikes.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Attention, Engagement, and Persistence</b>				
<b>Standard AL 2: Children engage in activities and tasks with attention, focus, and persistence.</b>				
<b>Indicators AL 2.1</b>				
Infants (Birth to 11 months)	AL 2.1.0 Establish eye contact with a familiar person.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Attend to new objects and familiar adults in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddlers (9 to 18 months)	AL 2.1.1 Focus attention on people, objects, and activities of interest.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Older Toddlers (16 to 36 months)	AL 2.1.2 Focus attention to complete a short, simple task with adult support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Three-Year-Olds (36 to 48 months)	AL 2.1.3 Maintain focus on activities of interest despite distractions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Four-Year-Olds (48 to 60 months)	AL 2.1.4 Maintain focus on adult-directed activities with adult support.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small group activities
<b>Indicators AL 2.2</b>				
Infants (Birth to 11 months)	AL 2.2.0 Intentionally take action to make things happen (e.g., shake a rattle to make noise).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	AL 2.2.1 Repeat self-selected tasks over and over again.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Older Toddlers (16 to 36 months)	AL 2.2.2 Complete activities of choice from start to finish with adult support.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Three-Year-Olds (36 to 48 months)	AL 2.2.3 Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Four-Year-Olds (48 to 60 months)	AL 2.2.4 Persist with a challenging task despite interruptions and disruptions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators AL 2.3</b>				
Young Toddlers (9 to 18 months)	AL 2.3.1 Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile, clap).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 to 36 months)	AL 2.3.2 Remain actively engaged in activities of interest and protest if interrupted.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Three-Year-Olds (36 to 48 months)	AL 2.3.3 Express goals and then work to achieve them with prompting and support (e.g., When asked, a child says "I want to make something" and then goes to the art center and draws a picture).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Four-Year-Olds (48 to 60 months)	AL 2.3.4 Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast. Liam is going to play with me.", and then does so after eating).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Problem Solving</b>				
<b>Standard AL 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.</b>				
<b>Indicators AL 3.1</b>				
Infants (Birth to 11 months)	AL 3.1.0 Interact with objects in a variety of ways and notice the effects of their own actions.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Young Toddlers (9 to 18 months)	AL 3.1.1 Repeat behaviors to obtain desired results.	Cognitive	D. Reasoning	2.2 Uses simple actions on a variety of objects
Older Toddlers (16 to 36 months)	AL 3.1.2 Experiment with the effects of simple actions on different objects (e.g., use a scoop to put sand into a bucket, then attempt to use a scoop to put water into a bowl).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Three-Year-Olds (36 to 48 months)	AL 3.1.3 Make predictions based on past experiences.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Four-Year-Olds (48 to 60 months)	AL 3.1.4 Make predictions and explain reasoning.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
<b>Indicators AL 3.2</b>				
Infants (Birth to 11 months)	AL 3.2.0 Attend to objects and/or activities in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddlers (9 to 18 months)	AL 3.2.1 Observe the ways in which others interact with objects and materials.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddlers (16 to 36 months)	AL 3.2.2 Observe and imitate actions of others when attempting to accomplish tasks or solve problems.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Three-Year-Olds (36 to 48 months)	AL 3.2.3 Recall and use previously successful strategies to complete tasks.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Four-Year-Olds (48 to 60 months)	AL 3.2.4 Apply prior knowledge and experiences to complete new tasks and solve new problems.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators AL 3.3</b>				
Infants (Birth to 11 months)	AL 3.3.0 Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy, cry to express needs).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddlers (9 to 18 months)	AL 3.3.1 Try out one or two strategies to accomplish tasks and solve problems with adult support.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddlers (16 to 36 months)	AL 3.3.2 Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Three-Year-Olds (36 to 48 months)	AL 3.3.3 Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Four-Year-Olds (48 to 60 months)	AL 3.3.4 Communicate the steps used to solve problems and/or accomplish tasks.	Cognitive	E. Scientific Discovery	4. Transfers knowledge



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Mathematics</b>				
<b>Subdomain: Knowledge of Numbers</b>				
<b>Standard CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.</b>				
<b>Indicators CM 1.1</b>				
Infants (Birth to 11 months)	CM 1.1.0 Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	CM 1.1.1 Demonstrate interest in simple counting activities.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Older Toddlers (16 to 36 months)	CM 1.1.2 Rote count to 10 with increasing accuracy.	Math	A. Counting	2.2 Recites numbers 1 to 10
Three-Year-Olds (36 to 48 months)	CM 1.1.3 Rote count to 10 with accuracy.	Math	A. Counting	2.2 Recites numbers 1 to 10
Four-Year-Olds (48 to 60 months)	CM 1.1.4 Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.	Math	A. Counting	3.2 Recites numbers from 1 to 20
<b>Indicators CM 1.2</b>				
Older Toddlers (16 to 36 months)	CM 1.2.2 Count a small set of objects (2-3) with one-to-one correspondence.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
Three-Year-Olds (36 to 48 months)	CM 1.2.3 Count up to five objects arranged in a line with one-to-one correspondence.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Four-Year-Olds (48 to 60 months)	CM 1.2.4 Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators CM 1.3</b>				
Infants (Birth to 11 months)	CM 1.3.0 Indicate they want "more" using gestures, sounds, or looks.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Young Toddlers (9 to 18 months)	CM 1.3.1 Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 to 36 months)	CM 1.3.2 Indicate understanding of the concepts of "one" and "two" using gestures, words, or actions (e.g., child complies when adult says "Take just one cookie.").	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
Three-Year-Olds (36 to 48 months)	CM 1.3.3 Begin to understand that the last number counted represents how many objects are in a group (cardinality).	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
Four-Year-Olds (48 to 60 months)	CM 1.3.4 Tell how many objects are in a group by giving the last number counted (cardinality).	Math	A. Counting	2. Counts out 10 items
<b>Indicators CM 1.4</b>				
Three-Year-Olds (36 to 48 months)	CM 1.4.3 Recognize and name the number of items in a small set (up to three) without counting (subitizing).	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
Four-Year-Olds (48 to 60 months)	CM 1.4.4 Recognize and name the number of items in a small set (up to five) without counting (subitizing).	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
<b>Indicators CM 1.5</b>				
Three-Year-Olds (36 to 48 months)	CM 1.5.3 Compare two groups of objects and indicate whether the number of objects in each group is the same or different.	Math	B. Quantitative Relations	1. Compares items in sets of up to 5 by counting
Four-Year-Olds (48 to 60 months)	CM 1.5.4 Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects in the other group.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Indicators CM 1.6				
Older Toddlers (16 to 36 months)	CM 1.6.2 Recognize a few numerals in the everyday environment.	Math	C. Reading and Writing Numbers	1.2 Labels numerals to 5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals from 6–10
Three-Year-Olds (36 to 48 months)	CM 1.6.3 Identify written numerals 0-5 by name and match each to counted objects.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
Four-Year-Olds (48 to 60 months)	CM 1.6.4 Identify written numerals 0-10 by name and match each to counted objects.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
Indicators CM 1.7				
Four-Year-Olds (48 to 60 months)	CM 1.7 .4 Read and write some numerals up to 10.	Math	C. Reading and Writing Numbers	1. Reads and writes numeral for quantities up to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numeral for quantities 6–10
Indicators CM 1.8				
Older Toddlers (16 to 36 months)	CM 1.8.2 Identify an object or person as first in a sequence.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Three-Year-Olds (36 to 48 months)	CM 1.8.3 Identify the first and often second object or person in a sequence.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Four-Year-Olds (48 to 60 months)	CM 1.8.4 Identify an object's or person's position in a sequence using ordinal numbers (e.g., first, second, third).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Patterns and Operations				
Standard CM 2: Children demonstrate knowledge of patterns and operations.				
Indicators CM 2.1				
Infants (Birth to 11 months)	CM 2.1.0 Demonstrate awareness of repeating sequences in everyday routines.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	CM 2.1.1 Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (16 to 36 months)	CM 2.1.2 Recognize and participate in patterns within stories and in songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Three-Year-Olds (36 to 48 months)	CM 2.1.3 Recognize and copy simple repeating patterns in different forms (e.g., red-blue, circle-square).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
Four-Year-Olds (48 to 60 months)	CM 2.1.4 Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue, circle-square-triangle).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
Indicators CM 2.2				
Three-Year-Olds (36 to 48 months)	CM 2.2.3 Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
Four-Year-Olds (48 to 60 months)	CM 2.3.4 Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?).	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or fewer

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Measurement</b>				
<b>Standard CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.</b>				
<b>Indicators CM 3.1</b>				
Young Toddlers (9 to 18 months)	CM 3.1.1 Match two objects based on one observable feature.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Older Toddlers (16 to 36 months)	CM 3.1.2 Group objects by one physical characteristic (attribute) (e.g., color, size, shape).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
Three-Year-Olds (36 to 48 months)	CM 3.1.3 Sort objects into two or more groups based on one physical characteristic (attribute).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
Four-Year-Olds (48 to 60 months)	CM 3.1.4 Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
<b>Indicators CM 3.2</b>				
Young Toddlers (9 to 18 months)	CM 3.2.1 Explore objects of different sizes and weights.	Cognitive	A. Scientific Discovery	1.2 Uses senses to explore
Older Toddlers (16 to 36 months)	CM 3.2.2 Make simple comparisons between two objects using measurable attributes (e.g., length, height, weight).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Three-Year-Olds (36 to 48 months)	CM 3.2.3 Describe objects using measurable attributes (e.g., tall/short, big/little, heavy/light).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Four-Year-Olds (48 to 60 months)	CM 3.2.4 Describe measurable attributes of objects and materials using comparative words (e.g., long, longer, longest).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>Indicators CM 3.3</b>				
Four-Year-Olds (48 to 60 months)	CM 3.3.4 Compare and order a small set of objects using measurable terms (e.g., length, weight).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
<b>Indicators CM 3.4</b>				
Four-Year-Olds (48 to 60 months)	CM 3.4.4 Describe the purpose of simple measurement tools.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
<b>Indicators CM 3.5</b>				
Four-Year-Olds (48 to 60 months)	CM 3.5.4 Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Shapes and Spatial Relationships</b>				
<b>Standard CM 4: Children identify shapes and their properties, and describe the positions of objects in space.</b>				
<b>Indicators CM 4.1</b>				
Infants (Birth to 11 months)	CM 4.1.0 Explore various shapes through play.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	CM 4.1.1 Explore the way shapes and objects fit together through play.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Older Toddlers (16 to 36 months)	CM 4.1.2 Match basic shapes (e.g., circle, square, typical triangle) of the same size and orientation.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
Three-Year-Olds (36 to 48 months)	CM 4.1.3 Match a wider variety of shapes with different sizes and orientations.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
<b>Indicators CM 4.2</b>				
Three-Year-Olds (36 to 48 months)	CM 4.2.3 Recognize basic shapes (e.g., circle, square, typical triangle).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Four-Year-Olds (48 to 60 months)	CM 4.2.4 Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
<b>Indicators CM 4.3</b>				
Four-Year-Olds (48 to 60 months)	CM 4.3.4 Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls).	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
<b>Indicators CM 4.4</b>				
Three-Year-Olds (36 to 48 months)	CM 4.4.3 Build objects by combining basic shapes (e.g., pictures, tangrams, block structures).	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
Four-Year-Olds (48 to 60 months)	CM 4.4.4 Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators CM 4.5</b>				
Infants (Birth to 11 months)	CM 4.5.0 Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	CM 4.5.1 Explore and respond to how things move through space or fit together (e.g., putting smaller objects into a small box and larger objects into a large box).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Older Toddlers (16 to 36 months)	CM 4.5.2 Move their body and objects to follow simple directions related to position (e.g., in, on, under, over, up, down).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Three-Year-Olds (36 to 48 months)	CM 4.5.3 Move their body and objects to follow simple directions related to proximity (e.g., beside, between, next to).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Four-Year-Olds (48 to 60 months)	CM 4.5.4 Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above, below, in front of, near, behind).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Science</b>				
<b>Subdomain: Scientific Inquiry</b>				
<b>Standard CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the</b>				
<b>Indicators CS 1.1</b>				
Infants (Birth to 11 months)	CS 1.1.0 Demonstrate interest in objects, materials, people and/or their environment using their senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	CS 1.1.1 Observe and explore the immediate environment using their senses.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Older Toddlers (16 to 36 months)	CS 1.1.2 Observe, ask questions, and make predictions about the physical and natural world, using their senses and simple tools.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Three-Year-Olds (36 to 48 months)	CS 1.1.3 Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools.	Cognitive	E. Scientific Discovery	2 (All)
Four-Year-Olds (48 to 60 months)	CS 1.1.4 Observe, ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
<b>Indicators CS 1.2</b>				
Young Toddlers (9 to 18 months)	CS 1.2.1 Actively experiment with and explore the physical properties of objects and substances.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Toddlers (16 to 36 months)	CS 1.2.2 Put materials, substances, and/or objects together in new or unexpected ways to see what will happen.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
Three-Year-Olds (36 to 48 months)	CS 1.2.3 Participates in simple scientific investigations.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Four-Year-Olds (48 to 60 months)	CS 1.2.4 Conduct scientific investigations and simple experiments.	Cognitive	E. Scientific Discovery	4. Transfers knowledge



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators CS 1.3</b>				
Young Toddlers (9 to 18 months)	CS 1.3.1 Communicate, verbally or nonverbally, what is seen, heard, or felt when exploring the physical and natural world.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Toddlers (16 to 36 months)	CS 1.3.2 Share ideas and thoughts related to interactions with, and observations made about the physical and natural world.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Three-Year-Olds (36 to 48 months)	CS 1.3.3 Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally, drawings).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Four-Year-Olds (48 to 60 months)	CS 1.3.4 Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions, drawings, graphs).	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Social Studies</b>				
<b>Standard CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.</b>				
<b>Indicators CSS 1.1</b>				
Infants (Birth to 11 months)	CSS 1.1.0 Demonstrate anticipation of events in daily routines and activities.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	CSS 1.1.1 Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (16 to 36 months)	CSS 1.1.2 Respond (positively or negatively) to changes in routines or schedules.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Three-Year-Olds (36 to 48 months)	CSS 1.1.3 Recall the sequence of daily routines, events, and/or activities that happened at an earlier time.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
Four-Year-Olds (48 to 60 months)	CSS 1.1.4 Communicate events, activities, and people from the past.	Cognitive	B. Imitation and Memory	3. Relates past events
<b>Indicators CSS 1.2</b>				
Older Toddlers (16 to 36 months)	CM 1.2.2 Recognize familiar landmarks, signs and buildings in one's neighborhood/community.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Three-Year-Olds (36 to 48 months)	CM 1.2.3 Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
Four-Year-Olds (48 to 60 months)	CM 1.2.4 Identify familiar landmarks in their community (e.g., fire station, post office).	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
<b>Indicators CSS 1.3</b>				
Four-Year-Olds (48 to 60 months)	CSS 1.3.4 Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom, playground) through drawings or play activities.	Cognitive	E. Scientific Discovery	2.3 Makes observations

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Standard CSS 2: Children demonstrate an awareness of themselves as individuals and as members of a family and community.</b>				
<b>Indicators CSS 2.1</b>				
Infants (Birth to 11 months)	CSS 2.1.0 Demonstrate a preference for familiar versus new individuals.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	CSS 2.1.1 Distinguish between familiar and new individuals.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
Older Toddlers (16 to 36 months)	CSS 2.1.2 Identify known people in pictures.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
Three-Year-Olds (36 to 48 months)	CSS 2.1.3 Communicate information about their family and community.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
Four-Year-Olds (48 to 60 months)	CSS 2.1.4 Describe familiar elements of one's family, community, and traditions.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
<b>Indicators CSS 2.2</b>				
Older Toddlers (16 to 36 months)	CSS 2.2.2 Carry out some routines and responsibilities in the classroom with adult support and guidance.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Three-Year-Olds (36 to 48 months)	CSS 2.2.3 Carry out routines and responsibilities in the classroom with prompting from adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Four-Year-Olds (48 to 60 months)	CSS 2.2.4 Identify responsibilities of self and others in school, home, and community.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
<b>Indicators CSS 2.3</b>				
Older Toddlers (16 to 36 months)	CSS 2.3.2 Identify self as a member of a group (e.g., a member of a class, a member of a family).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Three-Year-Olds (36 to 48 months)	CSS 2.3.3 Share information about other members and activities of a familiar group (e.g., talk about class events, share a story about their birthday party).	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
Four-Year-Olds (48 to 60 months)	CSS 2.3.4 Identify self as a member of groups and share information about other groups (e.g., gymnastics class, soccer team, member of a school).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Creative Arts</b>				
<b>Subdomain: Music and Movement</b>				
<b>Standard CCA 1: Children engage in multiple and varied music and movement experiences.</b>				
<b>Indicators CCA 1.1</b>				
Infants (Birth to 11 months)	CCA 1.1.0 Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddlers (9 to 18 months)	CCA 1.1.1 Move body in response to the beat and tempo of music and/or rhythmic sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older Toddlers (16 to 36 months)	CCA 1.1.2 Move body to imitate the beat and tempo of music.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Three-Year-Olds (36 to 48 months)	CCA 1.1.3 Move body with creativity to imitate the beat and tempo of music of different genres.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Four-Year-Olds (48 to 60 months)	CCA 1.1.4 Express thoughts and feelings through dance and movement with increasing spatial awareness.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>Indicators CCA 1.2</b>				
Infants (Birth to 11 months)	CCA 1.2.0 Make sounds and/or music using their bodies, toys, or small, shaker-type instruments.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	CCA 1.2.1 Imitate sounds and/or music using their bodies and/or small instruments.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
Older Toddlers (16 to 36 months)	CCA 1.2.2 Imitate sounds and/or music using their bodies, instruments, and/or voice.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Three-Year-Olds (36 to 48 months)	CCA 1.2.3 Create music using their bodies, instruments, and/or voice.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Four-Year-Olds (48 to 60 months)	CCA 1.2.4 Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Visual Arts</b>				
<b>Standard CCA 2: Children engage in multiple and varied visual arts experiences.</b>				
<b>Indicators CCA 2.1</b>				
Infants (Birth to 11 months)	CCA 2.1.0 Attend to visual stimuli (e.g., objects with contrasting colors; textured prints).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddlers (9 to 18 months)	CCA 2.1.1 Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (16 to 36 months)	CCA 2.1.2 Observe and respond to visual art by communicating a preference.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Three-Year-Olds (36 to 48 months)	CCA 2.1.3 Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
Four-Year-Olds (48 to 60 months)	CCA 2.1.4 Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color, line, texture).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>Indicators CCA 2.2</b>				
Young Toddlers (9 to 18 months)	CCA 2.2.1 Explore a variety of materials to create visual art.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (16 to 36 months)	CCA 2.2.2 Explore a variety of materials and tools to create visual art.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Three-Year-Olds (36 to 48 months)	CCA 2.2.3 Explore a variety of materials, tools, and techniques to create artistic works.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Four-Year-Olds (48 to 60 months)	CCA 2.2.4 Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Dramatic Play</b>				
<b>Standard CCA 3: Children engage in multiple and varied forms of dramatic play.</b>				
<b>Indicators CCA 3.1</b>				
Infants (Birth to 11 months)	CCA 3.1.0 Imitate behaviors, such as sounds, facial expressions, and gestures, of others.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
Young Toddlers (9 to 18 months)	CCA 3.1.1 Role-play familiar behaviors during play (e.g., rock baby doll, talk on phone).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Older Toddlers (16 to 36 months)	CCA 3.1.2 Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Three-Year-Olds (36 to 48 months)	CCA 3.1.3 Engage in dramatic play that includes both real-life and fantasy experiences.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Four-Year-Olds (48 to 60 months)	CCA 3.1.4 Participate in dramatic play to express thoughts, feelings and creativity.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>Indicators CCA 3.2</b>				
Infants (Birth to 11 months)	CCA 3.2.0 Respond to volume in tones and inflection.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Young Toddlers (9 to 18 months)	CCA 3.2.1 Experiment with voice inflection during play.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Older Toddlers (16 to 36 months)	CCA 3.2.2 Imitate and repeat voice inflections, such as character or animal sounds.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
Three-Year-Olds (36 to 48 months)	CCA 3.2.3 Create various voice inflections and facial expressions in play.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Four-Year-Olds (48 to 60 months)	CCA 3.2.4 Represent a character by using voice inflections and facial expressions.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
<b>Indicators CCA 3.3</b>				
Older Toddlers (16 to 36 months)	CCA 3.3.2 Use props and pretend to be someone other than themselves.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Three-Year-Olds (36 to 48 months)	CCA 3.3.3 Engage in play experiences that involve roles with the use of props and costumes.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Four-Year-Olds (48 to 60 months)	CCA 3.3.4 Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Language Development</b>				
<b>Subdomain: Receptive Communication</b>				
<b>Standard LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.</b>				
<b>Indicators LD 1.1</b>				
Infants (Birth to 11 months)	LD 1.1.0 Recognize more than one tone of voice in adults and respond with body movement and sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	LD 1.1.1 Respond to facial expressions, tone of voice, and some words that communicate basic feelings.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Older Toddlers (16 to 36 months)	LD 1.1.2 Respond to facial expressions, tone of voice, and words that communicate a variety of feelings.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
<b>Indicators LD 1.2</b>				
Infants (Birth to 11 months)	LD 1.2.0 Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Young Toddlers (9 to 18 months)	LD 1.2.1 Respond to speech and other communication directed at them.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Older Toddlers (16 to 36 months)	LD 1.2.2 Respond to speech and other communication directed at them.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Three-Year-Olds (36 to 48 months)	LD 1.2.3 Respond to speech and other communication directed at them.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Four-Year-Olds (48 to 60 months)	LD 1.2.4 Respond to complex statements, questions, and other communication that include multiple phases and ideas.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators LD 1.3</b>				
Infants (Birth to 11 months)	LD 1.3.0 Respond or show excitement upon hearing familiar words.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Young Toddlers (9 to 18 months)	LD 1.3.1 Respond appropriately to familiar words, signs, and/or songs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 to 36 months)	LD 1.3.2 Demonstrate understanding of descriptive words through conversations and actions.	Social-Communication	B. Communicative Understanding	4.1 Answers “who,” “what,” and “where” questions
Three-Year-Olds (36 to 48 months)	LD 1.3.3 Demonstrate understanding of a variety of words through conversations and actions, including those relating to objects and actions. Determine the meaning of unknown words by asking questions or using contextual clues, with modeling and support.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
Four-Year-Olds (48 to 60 months)	LD 1.3.4 Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites. Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>Indicators LD 1.4</b>				
Infants (Birth to 11 months)	LD 1.4.0 Respond to simple requests accompanied by gestures or tone of voice.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
Young Toddlers (9 to 18 months)	LD 1.4.1 Follow simple directions, especially if accompanied by gestures.	Social-Communication	B. Communicative Understanding	2.2 Responds to single word directive
Older Toddlers (16 to 36 months)	LD 1.4.2 Follow one or two-step directions with few gestures.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Social-Communication	B. Communicative Understanding	3.1 Follows multi-step directions with contextual cues
Three-Year-Olds (36 to 48 months)	LD 1.4.3 Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed (e.g. wash and dry hands using a visual of the hand-washing sequence).	Social-Communication	B. Communicative Understanding	3.1 Follows multi-step directions with contextual cues
Four-Year-Olds (48 to 60 months)	LD 1.4.4 Follow detailed directions that involve multiple steps (e.g. “Get the sponge, dampen it with water, and clean your table top.”	Social-Communication	B. Communicative Understanding	3. Follows multi-step directions without contextual cues



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Expressive Communication				
<b>Standard LD 2: Communicate with others to express self.</b>				
<b>Indicators LD 2.1</b>				
Infants (Birth to 11 months)	LD 2.1.0 Experiment with making sounds. (e.g., engage in babbling).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Young Toddlers (9 to 18 months)	LD 2.1.1 Communicate through word-like sounds, some words, and some simple phrases.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 to 36 months)	LD 2.1.2 Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., "Mommy goed to store").	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Three-Year-Olds (36 to 48 months)	LD 2.1.3 Communicate using simple sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Four-Year-Olds (48 to 60 months)	LD 2.1.4 Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
<b>Indicators LD 2.2</b>				
Infants (Birth to 11 months)	LD 2.2.0 Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	LD 2.2.1 Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 to 36 months)	LD 2.2.2 Communicate requests and describe familiar people and objects using verbal and non-verbal communication.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Three-Year-Olds (36 to 48 months)	LD 2.2.3 Communicate ideas, describe activities, and negotiate social interactions using verbal communication.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
Four-Year-Olds (48 to 60 months)	LD 2.2.4 Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators LD 2.3</b>				
Young Toddlers (9 to 18 months)	LD 2.3.1 Respond to simple statements and questions about pictures, people, and things that are present.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
Older Toddlers (16 to 36 months)	LD 2.3.2 Answer and ask simple questions about things and activities at the time they are happening.	Social-Communication	B. Communicative Understanding	4.1 Answers “who,” “what,” and “where” questions
			C. Communicative Expression	4.1 Asks wh- questions
Three-Year-Olds (36 to 48 months)	LD 2.3.3 Answer and ask questions about a variety of familiar topics, activities, and/or concepts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
Four-Year-Olds (48 to 60 months)	LD 2.3.4 Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
<b>Indicators LD 2.4</b>				
Older Toddlers (16 to 36 months)	LD 2.4.2 Use correct words for familiar people, objects, and animals. Describe observable characteristics of objects, such as color and size, with simple words. Expand their vocabulary by asking others to name unfamiliar objects.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
Three-Year-Olds (36 to 48 months)	LD 2.4.3 Express feelings, talk about position and direction, and describe actions using a variety of words. Describe the use of familiar objects, including objects that belong in the same category based on how they are used. Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and support.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
Four-Year-Olds (48 to 60 months)	LD 2.4.4 Use several words that explain the same idea (i.e. synonyms) and opposites. Use acquired vocabulary in conversations. Determine the meaning of unknown words using prior knowledge and context clues in conversation.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators LD 2.5</b>				
Young Toddlers (9 to 18 months)	LD 2.5.1 Use some pronouns.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Older Toddlers (16 to 36 months)	LD 2.5.2 Speak in a way that is understood by most familiar people. Use the plural form of some nouns, not always correctly. Use the past tense of some verbs. Use simple adjectives in statements.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Three-Year-Olds (36 to 48 months)	LD 2.5.3 Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors. Use common prepositions, correct subject-verb agreement, pronouns, and possessives.	Social-Communication	C. Communicative Expression	All
Four-Year-Olds (48 to 60 months)	LD 2.5.4 Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors. Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives and regular and irregular past tense verbs, most of the time.	Social-Communication	C. Communicative Expression	All

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Social and Conversational Rules</b>				
<b>Standard LD 3: Children use social and conversational rules.</b>				
<b>Indicators LD 3.1</b>				
Infants (Birth to 11 months)	LD 3.1.0 Initiate interactions with another person using movement and/or behavior.	Social-Emotional	A. Interaction with Adults	2.1 Initiates simple social interaction with familiar adult
Young Toddlers (9 to 18 months)	LD 3.1.1 Initiate interactions with others using gestures and/or vocalizations.	Social-Emotional	A. Interaction with Adults	1. Initiates positive social behavior toward familiar adult
Older Toddlers (16 to 36 months)	LD 3.1.2 Ask questions or use verbal or non-verbal cues to initiate communication with others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Three-Year-Olds (36 to 48 months)	LD 3.1.3 Sometimes initiate communication with peers by asking questions or using verbal or nonverbal cues.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Four-Year-Olds (48 to 60 months)	LD 3.1.4 Initiate communication with peers by asking questions or using verbal cues.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators LD 3.2</b>				
Infants (Birth to 11 months)	LD 3.2.0 Briefly pay attention to the same object the caregiver is looking at. Engage in turn-taking during social and vocal play with adults and other children.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Social-Communication	B. Communicative Understanding	1. Follows person's gaze to establish joint attention
Young Toddlers (9 to 18 months)	LD 3.2.1 Establish joint attention by looking at an object, at their caregiver, and back at the object. Respond to communication from another person using multiple means (non-verbal and verbal).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Communication	B. Communicative Understanding	1. Follows person's gaze to establish joint attention
Older Toddlers (16 to 36 months)	LD 3.2.2 Participate in short conversations, with some turn-taking exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Three-Year-Olds (36 to 48 months)	LD 3.2.3 Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest. Use appropriate volume and intonation when communicating, with modeling and support.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
Four-Year-Olds (48 to 60 months)	LD 3.2.4 Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous. Use appropriate volume and intonation to match the situation when communicating.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators LD 3.3</b>				
Young Toddlers (9 to 18 months)	LD 3.3.1 “Jabber” and vocalizes sounds in a way that is similar to the rhythm and flow of conversations around them.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Older Toddlers (16 to 36 months)	LD 3.3.2 Listen attentively during brief group conversations and respond to questions or requests made to the group.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Three-Year-Olds (36 to 48 months)	LD 3.3.3 Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support. Follow simple rules from group discussions, with reminders.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
Four-Year-Olds (48 to 60 months)	LD 3.3.4 Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
<b>Indicators LD 3.4</b>				
Older Toddlers (16 to 36 months)	LD 3.4.2 Communicate in short sentences that follow the word order of their home language.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Three-Year-Olds (36 to 48 months)	LD 3.4.3 Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Four-Year-Olds (48 to 60 months)	LD 3.4.4 Speak in full sentences that are grammatically correct within their home language most of the time.	Social-Communication	C. Communicative Expression	All

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Early Literacy				
Subdomain: Phonological Awareness				
Standard EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.				
Indicators EL 1.1				
Young Toddlers (9 to 18 months)	EL 1.1.1 Demonstrate interest in familiar rhymes and songs.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Older Toddlers (16 to 36 months)	EL 1.1.2 Sing songs and say or repeat familiar rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Three-Year-Olds (36 to 48 months)	EL 1.1.3 Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Four-Year-Olds (48 to 60 months)	EL 1.1.4 Identify and produce rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Indicators EL 1.2				
Older Toddlers (16 to 36 months)	EL 1.2.2 Sing songs with multiple words that start with the same initial sound.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Three-Year-Olds (36 to 48 months)	EL 1.2.3 Shows awareness that some words start with the same initial sound.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Four-Year-Olds (48 to 60 months)	EL 1.2.4 Identify the initial sound in a spoken word with guidance and support.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
Indicators EL 1.3				
Three-Year-Olds (36 to 48 months)	EL 1.3.3 Segment spoken sentences into individual words with guidance and support.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
Four-Year-Olds (48 to 60 months)	EL 1.3.4 Segment spoken sentences into individual words.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
Indicators EL 1.4				
Three-Year-Olds (36 to 48 months)	EL 1.4.3 Identify syllables in spoken words with guidance and support.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
Four-Year-Olds (48 to 60 months)	EL 1.4.4 Identify syllables in spoken words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators EL 1.5</b>				
Three-Year-Olds (36 to 48 months)	EL 1.5.3 Blend a sequence of spoken syllables to produce words with guidance and support.	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
Four-Year-Olds (48 to 60 months)	EL 1.5.4 Blend a sequence of spoken syllables to produce words.	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
<b>Indicators EL 1.6</b>				
Four-Year-Olds (48 to 60 months)	EL 1.6.4 Blend onsets and rimes of single syllable spoken words with guidance and support.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
<b>Subdomain: Print Concepts</b>				
<b>Standard EL 2: Children demonstrate knowledge of books and how print conveys meaning.</b>				
<b>Indicators EL 2.1</b>				
Older Toddlers (16 to 36 months)	EL 2.1.2 Recognize some familiar symbols and logos in the environment.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Three-Year-Olds (36 to 48 months)	EL 2.1.3 Recognize and name familiar symbols and logos in the environment (environmental print).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Four-Year-Olds (48 to 60 months)	EL 2.1.4 Recognize and name pictures, symbols, and logos in the environment (environmental print).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
<b>Indicators EL 2.2</b>				
Older Toddlers (16 to 36 months)	EL 2.2.2 Recognize that print, symbols, and pictures have meaning.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
Three-Year-Olds (36 to 48 months)	EL 2.2.3 Distinguish print from pictures and show awareness that print communicates meaning.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Four-Year-Olds (48 to 60 months)	EL 2.2.4 Demonstrate an understanding that print has meaning and corresponds with spoken language. Demonstrates awareness that written words are made up of a group of individual letters.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Indicators EL 2.3				
Infants (Birth to 11 months)	EL 2.3.0 Explore books by touch (e.g., patting and/or chewing on board books).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	EL 2.3.1 Hold books, look at pictures, and help turn some pages.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Older Toddlers (16 to 36 months)	EL 2.3.2 Hold a book as if reading and turn some pages, but not always in the right order. Recognize specific books by their cover and look for specific pages in familiar books.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Three-Year-Olds (36 to 48 months)	EL 2.3.3 Hold a book right side up and turn most pages one by one from front to back. Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages from book front toward book end
Four-Year-Olds (48 to 60 months)	EL 2.3.4 Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page). Describe the role of the author and illustrator of a text.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction, and from top to bottom of page
		Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Indicators EL 2.4				
Infants (Birth to 11 months)	EL 2.4.0 Demonstrate interest in books by reaching for books and exploring books through touch.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	EL 2.4.1 Request to have books read to them.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Older Toddlers (16 to 36 months)	EL 2.4.2 Self-select familiar books and engage in shared reading.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Three-Year-Olds (36 to 48 months)	EL 2.4.3 Share self-selected familiar books and engage in pretend reading with others.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading led by adult
Four-Year-Olds (48 to 60 months)	EL 2.4.4 Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading led by adult

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Alphabet Awareness				
Standard EL 3: Children recognize and identify letters and make letter-sound connections.				
Indicators EL 3.1				
Older Toddlers (16 to 36 months)	EL 3.1.2 Recognize letters of the alphabet as a special category of print, different from pictures and shapes.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Three-Year-Olds (36 to 48 months)	EL 3.1.3 Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Four-Year-Olds (48 to 60 months)	EL 3.1.4 Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
		Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Indicators EL 3.2				
Three-Year-Olds (36 to 48 months)	EL 3.2.3 Identify the sound for a few recognized letters.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six familiar letters of alphabet
Four-Year-Olds (48 to 60 months)	EL 3.2.4 Identify or produce the sound of many recognized letters.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
Indicators EL 3.3				
Four-Year-Olds (48 to 60 months)	EL 3.3.4 Recognize their own name and some common words in print.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
		Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Comprehension</b>				
<b>Standard EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.</b>				
<b>Indicators EL 4.1</b>				
Three-Year-Olds (36 to 48 months)	EL 4.1.3 Tell make-believe or real-life stories, sometimes in random sequence.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Four-Year-Olds (48 to 60 months)	EL 4.1.4 Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
<b>Indicators EL 4.2</b>				
Older Toddlers (16 to 36 months)	EL 4.2.2 Recite some words of a familiar book when read to especially from books with repeating text.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Three-Year-Olds (36 to 48 months)	EL 4.2.3 Retell familiar stories using pictures or props as prompts.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Four-Year-Olds (48 to 60 months)	EL 4.2.4 Describe some key details from familiar stories, such as characters, setting, and/or major events.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
<b>Indicators EL 4.3</b>				
Older Toddlers (16 to 36 months)	EL 4.3.2 Ask or answer simple questions about a familiar story or book, including informational text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Three-Year-Olds (36 to 48 months)	EL 4.3.3 Ask or answer questions about key details in a familiar story, informational book, or other text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Four-Year-Olds (48 to 60 months)	EL 4.3.4 Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
		Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators EL 4.4</b>				
Older Toddlers (16 to 36 months)	EL 4.4.2 Recognize when a story or book describes something that is similar to their own experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Three-Year-Olds (36 to 48 months)	EL 4.4.3 Answer questions about how events and information from stories relate to their own experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Four-Year-Olds (48 to 60 months)	EL 4.4.4 Recall their own experiences that relate to events and information from stories or informational texts.	Cognitive	B. Imitation and Memory	3. Relates past events
<b>Indicators EL 4.5</b>				
Three-Year-Olds (36 to 48 months)	EL 4.5.3 Share their own thoughts and reactions to a story or text.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Four-Year-Olds (48 to 60 months)	EL 4.5.4 Analyze and reason about stories and other text with guidance and support during shared reading experiences.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading led by adult
<b>Indicators EL 4.6</b>				
Three-Year-Olds (36 to 48 months)	EL 4.6.3 Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Four-Year-Olds (48 to 60 months)	EL 4.6.4 Recognize differences between stories/make believe, information text, and poetry.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Emergent Writing</b>				
<b>Standard EL 5: Children write and draw to express their ideas, using some letters and print conventions.</b>				
<b>Indicators EL 5.1</b>				
Older Toddlers (16 to 36 months)	EL 5.1.2 Draw or scribble with a purpose during play or other activities.	Literacy	E. Writing	3.4 Writes using “scribble writing”
Three-Year-Olds (36 to 48 months)	EL 5.1.3 Show emerging awareness that writing can be used for a variety of purposes.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Four-Year-Olds (48 to 60 months)	EL 5.1.4 Use writing for a variety of purposes to convey meaning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>Indicators EL 5.2</b>				
Young Toddlers (9 to 18 months)	EL 5.2.1 Make marks or scribbles using a variety of media (e.g., finger paint, chalk).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (16 to 36 months)	EL 5.2.2 Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).	Literacy	E. Writing	3.4 Writes using “scribble writing”
Three-Year-Olds (36 to 48 months)	EL 5.2.3 Write letter-like forms and a few letters, although often not oriented or written correctly. String some letter-like forms and/or letters together as if they are a word.	Literacy	E. Writing	3.4 Writes using “scribble writing”
Four-Year-Olds (48 to 60 months)	EL 5.2.4 Write some letters of meaningful words such as their name, using letters and letter-like forms.	Literacy	E. Writing	3.2 Prints first name

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators EL 5.3</b>				
Older Toddlers (16 to 36 months)	EL 5.3.2 Draw a picture and describe what it represents.	Literacy	E. Writing	1.2 Verbally labels representational drawings
				1.3 Verbally labels nonrepresentational drawings
Three-Year-Olds (36 to 48 months)	EL 5.3.3 Dictate ideas for someone to write down. Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas. Discuss or answer questions about their writing and drawings.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Four-Year-Olds (48 to 60 months)	EL 5.3.4 Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).	Literacy	E. Writing	3.1 Writes using developmental spelling
<b>Indicators EL 5.4</b>				
Four-Year-Olds (48 to 60 months)	Dictate elaborative or meaningful information or stories for someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources (e.g., labels; anchor charts) to support writing.	Literacy	E. Writing	1.1 Dictates description of drawing
		Literacy	E. Writing	2. Writes and draws for a variety of purposes

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Physical Development				
Subdomain: Gross Motor				
Standard PD 1: Children demonstrate large muscle control and coordination.				
Indicators PD 1.1				
Infants (Birth to 11 months)	PD 1.1.0 Explore the environment with increasing body awareness using senses and movement.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	PD 1.1.1 Coordinate senses with movement to show where their body is in relation to other objects and people in the environment.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Older Toddlers (16 to 36 months)	PD 1.1.2 Demonstrate body and spatial awareness to guide movement around objects and people.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
Three-Year-Olds (36 to 48 months)	PD 1.1.3 Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones).	Gross Motor	B. Movement and Coordination	5. Runs avoiding people, furniture, or other objects
Four-Year-Olds (48 to 60 months)	PD 1.1.4 Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.	Gross Motor	B. Movement and Coordination	5. Runs avoiding people, furniture, or other objects
		Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2 (All)
Indicators PD 1.2				
Infants (Birth to 11 months)	PD 1.2.0 Demonstrate strength and control of head, trunk, arms, and legs while exploring new body positions and movements (e.g., sitting, crawling, kicking).	Gross Motor	A. Body Control and Weight Transfer	1 (All)
		Gross Motor	A. Body Control and Weight Transfer	2 (All)
		Gross Motor	A. Body Control and Weight Transfer	3 (All)
		Gross Motor	A. Body Control and Weight Transfer	4 (All)
		Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
Young Toddlers (9 to 18 months)	PD 1.2.1 Move in a variety of ways and directions with increasing coordination and balance.	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Toddlers (16 to 36 months)	PD 1.2.2 Use large muscle movements (locomotor skills) with increasing control, coordination, and balance (e.g., moving from sitting to standing, jumping).	Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
		Gross Motor	B. Movement and Coordination	4 (All)
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
Three-Year-Olds (36 to 48 months)	PD 1.2.3 Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running, hopping, climbing stairs).	Gross Motor	B. Movement and Coordination	3 (All)
		Gross Motor	B. Movement and Coordination	4 (All)
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
Four-Year-Olds (48 to 60 months)	PD 1.2.4 Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.	Gross Motor	B. Movement and Coordination	4 (All)
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators PD 1.3</b>				
Infants (Birth to 11 months)	PD 1.3.0 Demonstrate strength and control of one's body while exploring objects in their environment (e.g., reaching, rolling over).	Gross Motor	A. Body Control and Weight Transfer	1 (All)
		Gross Motor	A. Body Control and Weight Transfer	2 (All)
		Gross Motor	A. Body Control and Weight Transfer	3 (All)
Young Toddlers (9 to 18 months)	PD 1.3.1 Maintain control of one's body in various positions while exploring and examining materials, activities, and spaces.	Gross Motor	A. Body Control and Weight Transfer	1 (All)
		Gross Motor	A. Body Control and Weight Transfer	2 (All)
		Gross Motor	A. Body Control and Weight Transfer	3 (All)
		Gross Motor	A. Body Control and Weight Transfer	4 (All)
		Gross Motor	A. Body Control and Weight Transfer	5 (All)
Older Toddlers (16 to 36 months)	PD 1.3.2 Use a variety of large muscle movements (non-locomotor) during play (e.g., hands in the air, turn around, stand on one foot).	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
Three-Year-Olds (36 to 48 months)	PD 1.3.3 Use large muscle movements (non-locomotor) with control, balance and coordination during active play (e.g., bending, stretching, twisting).	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
Four-Year-Olds (48 to 60 months)	PD 1.3.4 Demonstrate coordination when using objects during active play (e.g., throwing, catching, kicking balls).	Gross Motor	C. Active Play	1 (All)

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators PD 1.4</b>				
Infants (Birth to 11 months)	PD 1.4.0 Engage in play to develop strength and stamina by continuing purposeful movements over short periods of time (e.g., reaching, pushing, rolling over).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Young Toddlers (9 to 18 months)	PD 1.4.1 Engage in physical play activities for periods of time to develop strength and stamina.	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
Older Toddlers (16 to 36 months)	PD 1.4.2 Engage in physical play activities for moderate periods of time to develop strength and stamina.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
Three-Year-Olds (36 to 48 months)	PD 1.4.3 Demonstrate strength and stamina that allows for participation in physical play activities for moderate periods of time.	Gross Motor	C. Active Play	2.2 Climbs play equipment
Four-Year-Olds (48 to 60 months)	PD 1.4.4 Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time.	Gross Motor	C. Active Play	2.2 Climbs play equipment

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Fine Motor				
Standard PD 2: Children demonstrate small muscle control and coordination.				
Indicators PD 2.1				
Infants (Birth to 11 months)	PD 2.1.0 Use whole hand and fingers to explore objects (e.g., touch, grasp, pick up, bang, transfer).	Fine Motor	A. Reach, Grasp, and Release	2 (All)
Young Toddlers (9 to 18 months)	PD 2.1.1 Demonstrate control and coordination of hand and fingers (small muscles) to manipulate objects.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore properties of object
Older Toddlers (16 to 36 months)	PD 2.1.2 Demonstrate increasing control and coordination of hand and fingers (small muscles) while engaged in intentional activities.	Fine Motor	B. Functional Skill Use	1 (All)
		Fine Motor	B. Functional Skill Use	2 (All)
Three-Year-Olds (36 to 48 months)	PD 2.1.3 Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with other hand
Four-Year-Olds (48 to 60 months)	PD 2.1.4 Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators PD 2.2</b>				
Infants (Birth to 11 months)	PD 2.2.0 Coordinate eye and hand movements when grasping or picking up objects.	Fine Motor	A. Reach, Grasp, and Release	2 (All)
Young Toddlers (9 to 18 months)	PD 2.2.1 Coordinate eye and hand movements to explore objects and participate in play activities (e.g., fill containers, stack blocks).	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
Older Toddlers (16 to 36 months)	PD 2.2.2 Coordinate eye and hand movements while performing simple tasks (e.g., using utensils for eating, putting simple puzzles together, stringing large beads).	Fine Motor	B. Functional Skill Use	All
Three-Year-Olds (36 to 48 months)	PD 2.2.3 Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons, zippers, scissors) with increasing control.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with other hand
Four-Year-Olds (48 to 60 months)	PD 2.2.4 Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines, drawing) with moderate levels of precision and control.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Healthy Behaviors</b>				
<b>Standard PD 3: Children will demonstrate healthy and safe behaviors.</b>				
<b>Indicators PD 3.1</b>				
Infants (Birth to 11 months)	PD 3.1.0 Engage in active movement (e.g., tummy time; holding head up, kicking legs, waving, rolling over).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Young Toddlers (9 to 18 months)	PD 3.1.1 Engage in active play indoors or outdoors with adult support.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (16 to 36 months)	PD 3.1.2 Actively engage in physical activities indoors or outdoors (e.g., dance, hide and seek, climb on equipment).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Three-Year-Olds (36 to 48 months)	PD 3.1.3 Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
Four-Year-Olds (48 to 60 months)	PD 3.1.4 Initiate and engage in a variety of physical activities (e.g., games, exercises) that enhance physical fitness.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
<b>Indicators PD 3.2</b>				
Three-Year-Olds (36 to 48 months)	PD 3.2.3 Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Four-Year-Olds (48 to 60 months)	PD 3.2.4 Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators PD 3.3</b>				
Young Toddlers (9 to 18 months)	PD 3.3.1 Participate in some basic safety practices (e.g., fire/tornado drills).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (16 to 36 months)	PD 3.3.2 Follow safety rules with adult support.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Three-Year-Olds (36 to 48 months)	PD 3.3.3 Identify safety rules and follow them with guidance from adults.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Four-Year-Olds (48 to 60 months)	PD 3.3.4 Identify and follow safety rules with minimal guidance from adults (e.g., hold an adult's hand when crossing the street, walk rather than run when indoors).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
<b>Indicators PD 3.4</b>				
Four-Year-Olds (48 to 60 months)	PD 3.4.4 Begin to identify and alert others of potential hazards.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Interpersonal Skills</b>				
<b>Subdomain: Relationships with Adults</b>				
<b>Standard IS 1: Children engage in and maintain positive relationships and interactions with adults.</b>				
<b>Indicators IS 1.1</b>				
Infants (Birth to 11 months)	IS 1.1.0 Notice and respond to familiar adults, such as returning a smile.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Young Toddlers (9 to 18 months)	IS 1.1.1 Mimic signs of recognition (e.g., smile, wave).	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Older Toddlers (16 to 36 months)	IS 1.1.2 Initiate signs of recognition with familiar adults by greeting, waving, or smiling.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Three-Year-Olds (36 to 48 months)	IS 1.3 Demonstrate recognition of familiar adults using simple actions or words.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Four-Year-Olds (48 to 60 months)	IS 1.1.4 Demonstrate recognition of familiar adults using multiple and varied actions or words.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
<b>Indicators IS 1.2</b>				
Infants (Birth to 11 months)	IS 1.2.0 Respond differently to familiar versus new adults, such as reaching for a familiar adult.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	IS 1.2.1 Seek to be near familiar adults and respond cautiously to new adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Older Toddlers (16 to 36 months)	IS 1.2.2 Check in with familiar adults for reassurance when trying new things, such as grabbing a familiar adult's hand when entering a new place.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Three-Year-Olds (36 to 48 months)	IS 1.2.3 Separate from familiar adults when in familiar settings, such as leaving a familiar adult to join a swimming lessons class.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Four-Year-Olds (48 to 60 months)	IS 1.2.4 Separate from familiar adults in new settings, such as joining other children to play at a birthday party.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 1.3</b>				
Infants (Birth to 11 months)	IS 1.3.0 Move or cry to seek attention and comfort from familiar adults.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddlers (9 to 18 months)	IS 1.3.1 Request help from familiar adults to address wants and needs, such as bringing a book to an adult to be read.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Older Toddlers (16 to 36 months)	IS 1.3.2 Request help from familiar adults when encountering difficult tasks or situations, such as asking for help to clean up a spill.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Three-Year-Olds (36 to 48 months)	IS 1.3.3 Request help from adults to meet needs or solve problems, then attempt to implement suggestions with adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Four-Year-Olds (48 to 60 months)	IS 1.3.4 Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
<b>Indicators IS 1.4</b>				
Infants (Birth to 11 months)	IS 1.4.0 Engage in simple back-and-forth interactions with familiar adults, such as laughing when an adult makes a silly face.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game and/or action
Young Toddlers (9 to 18 months)	IS 1.4.1 Initiate back-and-forth play with familiar adults, such as starting a game of peek-a-boo.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Older Toddlers (16 to 36 months)	IS 1.4.2 Initiate play and interactions with familiar adults, such as pretending to serve an adult food while playing.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Three-Year-Olds (36 to 48 months)	IS 1.4.3 Interact with both familiar and unfamiliar adults, such as greeting a class guest by waving.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Four-Year-Olds (48 to 60 months)	IS 1.4.4 Interact with adults new to their environment (e.g., substitute caregiver), such as asking a nurse questions at the doctor's office.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 1.5</b>				
Infants (Birth to 11 months)	IS 1.5.0 Repeat actions that elicit social responses from familiar adults (e.g., repeat cooing sound after adult responds).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game and/or action
Young Toddlers (9 to 18 months)	IS 1.5.1 Imitate gestures and sounds of familiar adults during interactions, such as repeating what an adult says.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Older Toddlers (16 to 36 months)	IS 1.5.2 Imitate behaviors observed in familiar adults, such as pretending to cook or read a book.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Three-Year-Olds (36 to 48 months)	IS 1.5.3 Interact with adults to seek information and to socialize, such as asking a neighbor if they have a dog.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Four-Year-Olds (48 to 60 months)	IS 1.5.4 Interact with adults to share ideas and plan activities, such as asking an adult to help sound out a new word in a book.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Relationships with Children</b>				
<b>Standard IS 2: Children engage in and maintain positive relationships and interactions with other children.</b>				
<b>Indicators IS 2.1</b>				
Infants (Birth to 11 months)	IS 2.1.0 Notice other infants and children, such as looking at children when they enter the classroom.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddlers (9 to 18 months)	IS 2.1.1 Interact briefly with other children using gestures, such as bouncing a toy upon seeing another child bounce a toy.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Older Toddlers (16 to 36 months)	IS 2.1.2 Play alongside other children (parallel play) for short periods of time with adult support, such as sitting in a circle with a group singing “Itsy Bitsy Spider” led by an adult.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Three-Year-Olds (36 to 48 months)	IS 2.1.3 Interact or play cooperatively with other children, such as asking another child, “Want to run with me?”	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
Four-Year-Olds (48 to 60 months)	IS 2.1.4 Interact or play cooperatively with a small group of children for a sustained period of time, such as working with a group of children to build a house out of blocks.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 2.2</b>				
Infants (Birth to 11 months)	IS 2.2.0 Touch, smile, or babble to other infants and children.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (16 to 36 months)	IS 2.2.2 Take turns when playing with other children with adult guidance and support, such as taking turns scooping sand into a bucket after prompted by an adult.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small group activities
Three-Year-Olds (36 to 48 months)	IS 2.2.3 Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults, such as waiting until another child is done playing on the swing and then getting onto the swing.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Four-Year-Olds (48 to 60 months)	IS 2.2.4 Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders, such as playing with a toy and then passing the toy to another child who wants it.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
<b>Indicators IS 2.3</b>				
Older Toddlers (16 to 36 months)	IS 2.3.2 Interact more frequently with a familiar child, such as choosing an activity based on another child's choice.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Three-Year-Olds (36 to 48 months)	IS 2.3.3 Demonstrate preference to play with one or more specific children, such as joining the same two children for several days to play tag.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Four-Year-Olds (48 to 60 months)	IS 2.3.4 Demonstrate preference to routinely play with one or more specific children, such as describing another child as their "best friend"	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 2.4</b>				
Three-Year-Olds (36 to 48 months)	IS 2.4.3 Initiate an activity or join other children in an activity that is already in progress, such as saying, “I want to play!” and joining other children in the dramatic play center.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Four-Year-Olds (48 to 60 months)	IS 2.4.4 Initiate, join in, and sustain positive interactions with a small group of children, such as asking if they can play a game with a small group of children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
<b>Indicators IS 2.5</b>				
Young Toddlers (9 to 18 months)	IS 2.5.1 Demonstrate awareness of conflict (e.g., cry, turn away), such as shaking head “no” when another child tried to take a toy.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
Older Toddlers (16 to 36 months)	IS 2.5.2 Seek assistance from adults to resolve conflicts with other children, such as asking an adult for help upon being pushed by another child.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Three-Year-Olds (36 to 48 months)	IS 2.5.3 Suggest solutions to conflicts with adult guidance and support, such as saying, “I can ask them to stop” when asked by an adult what to do when another child takes away a toy.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Four-Year-Olds (48 to 60 months)	IS 2.5.4 Suggest solutions to resolve conflicts with other children with limited adult support, such as telling another child, “I’m playing with these cars, so here is a truck you can use to play.”	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Self-Esteem</b>				
<b>Standard IS 3: Children recognize themselves as individuals and express positive self-esteem.</b>				
<b>Indicators IS 3.1</b>				
Infants (Birth to 11 months)	IS 3.1.0 Look at or grab hands and feet.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 to 18 months)	IS 3.1.1 Point to body parts, including feet and hands, of themselves and others when each is named.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
Older Toddlers (16 to 36 months)	IS 3.1.2 Able to point to and name body parts including ears, eyes, nose, feet, and hands.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
Three-Year-Olds (36 to 48 months)	IS 3.1.3 Begin to describe oneself using personal physical characteristics (e.g., hair color, eye color).	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
Four-Year-Olds (48 to 60 months)	IS 3.1.4 Use words to describe personal physical characteristics (e.g., hair color, eye color).	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
<b>Indicators IS 3.2</b>				
Infants (Birth to 11 months)	IS 3.2.0 Respond to one's own image in a mirror by smiling or moving closer.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddlers (9 to 18 months)	IS 3.2.1 Recognize oneself in a mirror, such as by pointing or saying, "Me."	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
Older Toddlers (16 to 36 months)	IS 3.2.2 Identify oneself in photographs.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
<b>Indicators IS 3.3</b>				
Infants (Birth to 11 months)	IS 3.3.0 React when name is called by smiling or turning to look at caregiver.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Young Toddlers (9 to 18 months)	IS 3.3.1 Respond when name is called by looking or moving toward a familiar adult.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Older Toddlers (16 to 36 months)	IS 3.3.2 Use different words (e.g., I, me, mine) when referring to oneself, including first name.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Three-Year-Olds (36 to 48 months)	IS 3.3.3 Use one's own first and last name.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 3.4</b>				
Infants (Birth to 11 months)	IS 3.4.0 Express preferences by crying or turning away from dislikes and reaching for preferred objects, activities, and people.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	IS 3.4.1 Express preferences for objects, activities, and people using gestures, signs, or words, such as choosing a shirt to wear or which food they would prefer.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 to 36 months)	IS 3.4.2 Indicate preferences when asked, such as choosing juice over milk or coloring with crayons over finger painting.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Three-Year-Olds (36 to 48 months)	IS 3.4.3 Express likes and dislikes, and make choices based on personal preferences, such as choosing a playground or center activity.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
<b>Indicators IS 3.5</b>				
Infants (Birth to 11 months)	IS 3.5.0 Express satisfaction at accomplishing things such as holding a bottle or rolling over.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Young Toddlers (9 to 18 months)	IS 3.5.1 Demonstrate a sense of satisfaction when accomplishing simple tasks, such as smiling or clapping during play or chores.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 to 36 months)	IS 3.5.2 Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others, such as putting on their own shoes and exclaiming, "I did it!"	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Three-Year-Olds (36 to 48 months)	IS 3.5.3 Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently, such as brushing teeth and then saying, "My teeth are all clean!"	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Four-Year-Olds (48 to 60 months)	IS 3.5.4 Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered, such as offering to help other children tie shoes after tying their own shoes.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 3.6</b>				
Young Toddlers (9 to 18 months)	IS 3.6.1 Express pride over accomplishments, such as stacking blocks or cleaning up after playing.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 to 36 months)	IS 3.6.2 Call attention to new skills or abilities, such as using the bathroom independently and reporting to a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Three-Year-Olds (36 to 48 months)	IS 3.6.3 Express positive feelings about self when prompted, such as riding a tricycle and stating, "I did it myself."	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Four-Year-Olds (48 to 60 months)	IS 3.6.4 Describe oneself using positive terms (e.g., hard worker, good at drawing).	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Self-Regulation</b>				
<b>Standard IS 4: Children moderate their behavior and respond to the expressed feelings of others.</b>				
<b>Indicators IS 4.1</b>				
Infants (Birth to 11 months)	IS 4.1.0 Express simple feelings (e.g., contentment, distress) using sounds, facial expressions, or body movements, such as smiling at others or crying when a diaper is dirty.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	IS 4.1.1 Express a range of basic feelings (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures or actions, such as clapping and smiling when a favorite song plays.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 to 36 months)	IS 4.1.2 Express a range of feelings (e.g., happiness, sadness, fear, anger, anticipation) using gestures, facial expressions, actions, or words, such as waiting eagerly for a snack.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Three-Year-Olds (36 to 48 months)	IS 4.1.3 Express complex feelings (e.g., gratitude, surprise, frustration, confusion) using actions or words, such as saying in frustration, "Ugh, I can't do it."	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Four-Year-Olds (48 to 60 months)	IS 4.1.4 Express strong feelings in a manner that is safe for self and others with occasional adult support, such as telling another child, "I'm mad at you because you don't want to play my game."	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 4.2</b>				
Infants (Birth to 11 months)	IS 4.2.0 React to an adult's expression of feelings, such as ceasing to cry when an adult uses a soothing voice (e.g., facial expression, tone of voice, gestures).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Young Toddlers (9 to 18 months)	IS 4.2.1 Imitate adult expressions of feelings using facial expressions, sounds, gestures, or actions, such as smiling and waving hi upon seeing an adult smile and wave when someone enters the room.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Older Toddlers (16 to 36 months)	IS 4.2.2 Recognize one's own feelings when named by an adult, such as laughing when an adult asks, "What do we do when something is funny?"	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Three-Year-Olds (36 to 48 months)	IS 4.2.3 Accurately name one's own basic feelings (e.g., happy; mad; sad), such as a child expressing, "I am excited."	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Four-Year-Olds (48 to 60 months)	IS 4.2.4 Accurately name one's own feelings and identify them in various situations, such as a child asking for a hug when feeling sad.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 4.3</b>				
Infants (Birth to 11 months)	IS 4.3.0 React to others' expressions of feelings, such as beginning to cry when another child cries.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	IS 4.3.1 Respond to others' feelings with adult support, such as consoling another crying child when prompted by an adult.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Older Toddlers (16 to 36 months)	IS 4.3.2 Respond in caring ways to others' expressions of feelings, such as taking a blanket to a crying child.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Three-Year-Olds (36 to 48 months)	IS 4.3.3 Accurately name basic feelings in others and respond with care and concern, such as asking other children, "What's wrong?" and trying to comfort or cheer them.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Four-Year-Olds (48 to 60 months)	IS 4.3.4 Accurately name feelings in others, predict causes, and respond with care and concern (e.g., "He's sad because someone took his toy. He can have mine.").	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
<b>Indicators IS 4.4</b>				
Infants (Birth to 11 months)	IS 4.4.0 Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	IS 4.4.1 Accept some redirection from adults, such as sharing a toy when reminded to share by an adult.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Older Toddlers (16 to 36 months)	IS 4.4.2 Frequently respond positively to choices and limits set by an adult, such as stopping splashing water during hand washing after being reminded by an adult that the mess will have to be cleaned.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 4.5</b>				
Young Toddlers (9 to 18 months)	IS 4.5.1 Participate in simple routines and accept transitions with adult support, such as walking to the high chair after an adult puts on the child's bib.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (16 to 36 months)	IS 4.5.2 Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support, such as stopping playing and beginning to clean up toys in a center when an adult plays the clean-up song and models cleaning.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Three-Year-Olds (36 to 48 months)	IS 4.5.3 Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders, such as preparing for nap after a prompt from an adult by putting the mat in place and getting a blanket.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Four-Year-Olds (48 to 60 months)	IS 4.5.4 Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed, such as transitioning easily from play inside to play outside and then to clean-up time with adult prompts.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
<b>Indicators IS 4.6</b>				
Young Toddlers (9 to 18 months)	IS 4.6.1 Notice how others respond to one's own behaviors, such as when a child beats on drums then looks at an adult to see the reaction.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Older Toddlers (16 to 36 months)	IS 4.6.2 Experiment with effects of one's own actions on objects and people, such as reaching for a plate when sitting down for a meal.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Three-Year-Olds (36 to 48 months)	IS 4.6.3 Demonstrate understanding of how one's own actions and behavior affect others, such as asking an adult for help rather than taking a toy from another child.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Four-Year-Olds (48 to 60 months)	IS 4.6.4 Predict consequences of one's own and others' actions and behavior with adult support, such as when a child knows not to leave the caps off of markers to prevent their drying.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 4.7</b>				
Infants (Birth to 11 months)	IS 4.7 .0 React to stressful situations by shifting attention or turning away, such as a child hugging a familiar adult when upset.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9 to 18 months)	IS 4.7 .1 Use simple behaviors to soothe oneself when upset, such as moving to a caregiver's side when hearing loud thunder.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Toddlers (16 to 36 months)	IS 4.7 .2 Imitate strategies to manage reactions and behavior with adult direction, such as a child sitting calmly during whole group time after an adult models.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Three-Year-Olds (36 to 48 months)	IS 4.7 .3 Use a variety of strategies, such as deep breathing or use of words, to manage reactions and behavior with adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Four-Year-Olds (48 to 60 months)	IS 4.7 .4 Manage reactions and behavior with occasional verbal, visual, or auditory reminders, such as singing a song with an adult while waiting for a turn to swing.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
<b>Indicators IS 4.8</b>				
Infants (Birth to 11 months)	IS 4.8.0 Accept comfort when held, rocked, or talked to by a familiar adult, such as ceasing to cry when a familiar adult sings a lullaby.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Young Toddlers (9 to 18 months)	IS 4.8.1 Look toward familiar caregivers for help when becoming upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Toddlers (16 to 36 months)	IS 4.8.2 With adult guidance and support, demonstrate the ability to wait for a short period of time to get what one wants, such as sitting at a table and waiting for snacks to be distributed.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Three-Year-Olds (36 to 48 months)	IS 4.8.3 Demonstrate the ability to wait to get something one wants (delayed gratification), such as waiting to take a turn riding a tricycle.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Indicators IS 4.9</b>				
Older Toddlers (16 to 36 months)	IS 4.9.2 Recover from outbursts (e.g., tantrums) with adult support, such as moving on to a new activity after becoming upset about sharing toys.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Three-Year-Olds (36 to 48 months)	IS 4.9.3 Express strong feelings constructively with assistance, such as going to a quiet area or asking for a favorite book to be read when upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Four-Year-Olds (48 to 60 months)	IS 4.9.4 Able to decrease intensity of reactions more consistently, with adult support when needed, such as choosing a new activity rather than arguing with another child about sharing.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
<b>Indicators IS 4.10</b>				
Older Toddlers (16 to 36 months)	IS 4.10.2 Change to new or different activities with adult guidance and support, such as singing a cleanup song when transitioning from playing with blocks to lunchtime.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Three-Year-Olds (36 to 48 months)	IS 4.10.3 Follow schedules with few reminders, such as cleaning up toys and joining group activities.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Four-Year-Olds (48 to 60 months)	IS 4.10.4 Follow rules and routines with occasional reminders from adults, such as consulting a picture schedule to remind oneself of the next daily activity, like outside time.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments