



ALIGNMENT

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

WITH

Colorado Early Learning and Development Guidelines

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

This document aligns the Birth to Three and Three to Five content from the *Colorado Early Learning and Development Guidelines* [2019] 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.

Colorado Department of Health Services. Colorado Early Learning & Developmental Guidelines. (2019). Retrieved from: <https://earlylearningco.org/pdf/FINAL-ELDG-Guidelines-2020.pdf>

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Ages Four to Eight Months

Physical Development & Health

1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.

1. Use the senses to explore objects and people in the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
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2. Gross Motor: The developing ability to move the large muscles.

1. Maintain their posture in a sitting position and shift between sitting and other positions.	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
2. Demonstrate control of their head and neck.	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side

3. Fine Motor: The developing ability to move the small muscles.

1. Easily reach for and grasp things.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
2. Use eyes and hands to explore objects actively.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object

4. Health: Maintenance of healthy growth and participation in physical activity

1. Maintain growth.			
2. Engage in physical activity and movement.	Gross Motor	A. Body Control and Weight Transfer	All
	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
3. Develop sleep routines and cycles.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

Social Development

1. Interaction with Adults: The developing ability to respond to and engage with adults.

1. Participate in routines and games that involve complex back-and-forth interaction.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
2. Show both interest in and caution toward unfamiliar adults.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

2. Interaction with Peers: The developing ability to respond to and engage with other children.

1. Show interest in familiar and unfamiliar peers by staring at another child, exploring another child's face and body, or responding to siblings and older peers.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
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3. Relationships with Peers: The development of relationships with certain peers through interactions over time.

1. Show interest in familiar and unfamiliar children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
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4. Empathy: The developing ability to share in the emotional experiences of others.

1. Demonstrate awareness of others' feelings by reacting to their emotional expressions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
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5. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.

1. Know what to expect from familiar people.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
2. Understand what to do to get another's attention.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
3. Engage in back-and-forth interactions with others.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
4. Imitate the simple actions or facial expressions of others.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action

Emotional Development

1. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.

1. Seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
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2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.

1. Show clear awareness of being a separate person and of being connected with other people.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
2. Identify others as both distinct from and connected to themselves.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.

1. Understand that they are able to make things happen.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
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4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.

1. Express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
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5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.

1. Use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
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6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.

1. Act on impulses.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
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Language & Literacy Development

1. Receptive Language: The developing ability to understand words and increasingly complex utterances.

1. Show understanding of a small number of familiar words and react to an adult's overall tone of voice.

Social-Communication

A. Early Social Communication

1. Turns and looks toward person speaking

2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.

1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.

Social-Communication

A. Early Social Communication

2.1 Coos and gurgles

3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.

1. Participate in back-and-forth communication and games.

Social-Communication

A. Early Social Communication

3. Engages in vocal exchanges

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

1. Explore books and show interest in adult initiated literacy activities, such as looking at photos and exploring books together with an adult.

Literacy

A. Awareness of Print Concepts

1.1 Participates in shared one-on-one reading

Cognitive Development

1. Cause-and-Effect: The developing understanding that one event brings about another.

1. Perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.

Cognitive

D. Reasoning

2.2 Uses simple actions on objects

2. Spatial Relationships: The developing understanding of how things move and fit in space.

1. Move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.

Cognitive

A. Sensory Exploration

2. Combines simple actions to examine people, animals, and objects

3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.

1. Imitate simple actions and expressions of others during interactions.

Cognitive

B. Imitation and Memory

1.2 Imitates familiar simple motor action

4. Number Sense: The developing understanding of number and quantity.

1. Focus on one object or person at a time, yet they may at times hold two objects, one in each hand.

Fine Motor

B. Functional Skill Use

3. Manipulates object with two hands, each performing different action

Cognitive

A. Sensory Exploration

2.1 Uses sensory means to explore people, animals, and objects

CO Indicator

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

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

1. Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
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6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.

1. Use active exploration to become familiar with objects and actions.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2. Build knowledge of people, actions, objects, and ideas through observation.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

7. Routines: The developing ability to understand and participate in personal care and sleep routines.

1. Be responsive during the steps of personal care routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
2. Develop sleep routines and cycles.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

Approaches to Learning**1. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works**

1. Use simple actions to try to solve problems involving objects, their bodies, or other people.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
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2. Memory: The developing ability to store and later retrieve information about past experiences.

1. Recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
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3. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.

1. Pay attention to different things and people in the environment in specific, distinct ways.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
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Ages 9 to 18 Months

Physical Development & Health

1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.

1. Use the information received from the senses to change the way they interact with the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
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2. Gross Motor: The developing ability to move the large muscles.

1. Move from one place to another by walking and running with basic control and coordination.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
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3. Fine Motor: The developing ability to move the small muscles.

1. Hold small objects in one hand and sometimes use both hands together to manipulate objects.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
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4. Health: Maintenance of healthy growth and participation in physical activity.

1. Demonstrate the stamina and energy to participate in daily activities.	Gross Motor	A. Body Control and Weight Transfer	All
	Gross Motor	B. Movement and Coordination	All
	Gross Motor	C. Active Play	All
2. Show characteristics of healthy development and maintain growth.	Gross Motor	A. Body Control and Weight Transfer	All
	Gross Motor	B. Movement and Coordination	All
	Gross Motor	C. Active Play	All

Social Development

1. Interaction with Adults: The developing ability to respond to and engage with adults.

1. Participate in routines and games that involve complex back-and-forth interaction.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
2. Follow the gaze of an adult to an object or person.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
3. Check with a familiar adult when uncertain about something or someone.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

2. Interaction with Peers: The developing ability to respond to and engage with other children.

1. Engage in simple back-and-forth interactions with peers for short periods of time.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
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3. Relationships with Peers: The development of relationships with certain peers through interactions over time.

1. Prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
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4. Empathy: The developing ability to share in the emotional experiences of others

1. Change their behavior in response to the feelings of others even though their actions may not always make the other person feel better.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
2. Show an increased understanding of the reason for another's distress and may become distressed by the other's distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

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

1. Know how to get adults to respond in a specific way through gestures, vocalizations, and shared attention.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
2. Use another's emotional expressions to guide their own responses to unfamiliar events.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
3. Learn more complex behavior through imitation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Initiates simple social interaction with familiar adult
4. Engage in more complex social interactions and have developed expectations for a greater number of familiar people.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Maintains social interaction with familiar adult

Emotional Development

1. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.

1. Feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
2. When distressed, seek to be physically close to familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.

1. Demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
2. Demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.

1. Experiment with different ways of making things happen.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
2. Persist in trying to do things even when faced with difficulty.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
3. Show a sense of satisfaction with what they can do things.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.

1. Express emotions in a clear and intentional way.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
2. Begin to express some complex emotions, such as pride.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.

1. Demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
2. Communicate needs and wants through the use of a few words and gestures.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others

6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.

1. Respond positively to choices and limits set by an adult to help control their behavior.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
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Language & Literacy Development

1. Receptive Language: The developing ability to understand words and increasingly complex utterances.

1. Show understanding of one-step requests that have to do with the current situation.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
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2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.

1. Say a few words and use conventional gestures to tell others about their needs, wants, and interests.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
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3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.

1. Use conventional gestures and words to communicate meaning in short back-and-forth interactions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
2. Use the basic rules of conversational turn-taking when communicating.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

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

1. Listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
2. Actively notice print in the environment.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

Cognitive Development

1. Cause-and-Effect: The developing understanding that one event brings about another.

1. Combine simple actions to cause things to happen.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
2. Change the way they interact with objects and people in order to see how it changes the outcome.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

2. Spatial Relationships: The developing understanding of how things move and fit in space.

1. Use trial and error to discover how things move and fit in space.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
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3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.

1. Imitate others' actions that have more than one step.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
2. Imitate simple actions that they have observed others doing at an earlier time.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action

4. Number Sense: The developing understanding of number and quantity.

1. Demonstrate understanding that there are different amounts of things.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
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5. Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.

1. Show awareness when objects are in some way connected to each other.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
2. Match two objects that are the same and separate a pile of objects into two groups based on one attribute.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

CO Indicator

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.

1. Use one object to represent another object.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
2. Engage in one or two simple actions of pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

7. Routines: The developing ability to understand and participate in personal care and sleep routines.

1. Show awareness of familiar personal care routines and participate in the steps of these routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
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Approaches to Learning**1. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.**

1. Physically try out possible solutions before finding one that works.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
2. Use objects as tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
3. Watch someone else solve the problem and then apply the same solution.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
4. Gesture or vocalize to someone else for help.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

2. Memory: The developing ability to store and later retrieve information about past experiences.

1. Remember typical actions of people, the location of objects, and steps of routines.	Social-Emotional	C. Interactions with Peers	3.1 Initiates next step of familiar social routine
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3. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.

1. Remember typical actions of people, the location of objects, and steps of routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
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Ages 19 to 36 Months

Physical Development & Health

1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.

1. Quickly and easily combine the information received from the senses to inform the way they interact with the environment.

Cognitive

E. Scientific Discovery

1.2 Uses senses to explore

2. Gross Motor: The developing ability to move the large muscles.

1. Move with ease, coordinating movements, and performing a variety of movements.

Gross Motor

B. Movement and Coordination

All

3. Fine Motor: The developing ability to move the small muscles.

1. Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways.

Fine Motor

B. Functional Skill Use

All

2. Use one hand to stabilize an object while manipulating it.

Fine Motor

B. Functional Skill Use

3.4 Holds object with one hand and manipulates object or produces action with other hand

4. Health: Maintenance of healthy growth and participation in physical activity

1. Participate in physical activity.

Gross Motor

C. Active Play

All

2. Begin to practice health and safety behaviors.

Gross Motor

C. Active Play

All

Social Development

1. Interaction with Adults: The developing ability to respond to and engage with adults.

1. Interact with adults to solve problems or communicate about experiences or ideas.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
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2. Interaction with Peers: The developing ability to respond to and engage with other children.

1. Engage in simple cooperative play with peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
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3. Relationships with Peers: The development of relationships with certain peers through interactions over time.

1. Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
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4. Empathy: The developing ability to share in the emotional experiences of others.

1. Understand that other people have feelings that are different from their own.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
2. Sometimes respond to another's distress in a way that might make that person feel better.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

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

1. Talk about their own wants and needs	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
2. Describe familiar routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
3. Participate in coordinated episodes of pretend play with peers.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
4. Interact with adults in more complex ways.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

Emotional Development

1. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.

1. When exploring the environment, from time to time reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
2. When distressed, still seek to be physically close to these adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.

1. Identify their feelings, needs, and interests.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
2. Identify themselves and others as members of one or more groups by referring to categories.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.

1. Show an understanding of their own abilities and refer to those abilities when describing themselves.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
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4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.

1. Express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
2. Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.

1. Anticipate the need for comfort and try to prepare themselves for changes in routine.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
2. Have many self-comforting behaviors to choose from, depending on the situation, and be able to communicate specific needs and wants.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.

1. Sometimes exercise voluntary control over actions and emotional expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
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Language and Literacy Development
1. Receptive Language: The developing ability to understand words and increasingly complex utterances.

1. Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.	Social-Communication	B. Communicative Understanding	All
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2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.

1. Communicate in a way that is understandable to most adults who speak the same language they do.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
2. Combine words into simple sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
3. Demonstrate the ability to follow some grammatical rules of the home language.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language

3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.

1. Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
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4. Interest in Print: The developing interest in engaging with print in books and the environment.

1. Listen, ask questions, or make comments while being read to.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
2. Look at books on their own.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
3. Make scribble marks on paper and pretending to read what is written.	Literacy	E. Writing	3.4 Writes using "scribble writing"

Cognitive Development

1. Cause-and-Effect: The developing understanding that one event brings about another.

1. Demonstrate an understanding of cause-and- effect by making predictions about what could happen and reflect upon what caused something to happen.

Cognitive

E. Scientific Discovery

3. Investigates to test hypotheses

2. Spatial Relationships: The developing understanding of how things move and fit in space.

1. Predict how things will fit and move in space without having to try out every possible solution.

Cognitive

E. Scientific Discovery

2. Anticipates outcome of investigation

2. Show understanding of words used to describe size and locations in space.

Cognitive

C. Conceptual Knowledge

4. Uses early conceptual comparisons

3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.

1. Reenact multiple steps of others' actions that they have observed at an earlier time.

Social-Communication

B. Communicative Understanding

3. Follows multistep directions without contextual cues

4. Number Sense: The developing understanding of number and quantity.

1. Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.

Math

B. Quantitative Relations

All

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

1. Group objects into multiple piles based on one attribute at a time.

Cognitive

C. Conceptual Knowledge

3.2 Classifies according to physical attribute

2. Put things that are similar but not identical into one group, even though sometimes these labels are overgeneralized.

Cognitive

C. Conceptual Knowledge

3.3 Discriminates between objects or people using common attributes

CO Indicator

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects or ideas.

1. Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
2. Sometimes pretend by imagining an object without needing the concrete object present.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

7. Routines: The developing ability to understand and participate in personal care and sleep routines.

1. Initiate and follow through with some personal care routines.	Adaptive	B. Personal Care Routines	All
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Approaches to Learning**1. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.**

1. Solve some problems without having to physically try out every possible solution and ask for help when needed.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
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2. Memory: The developing ability to store and later retrieve information about past experiences.

1. Anticipate the series of steps in familiar activities, events, or routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
2. Remember characteristics of the environment or people in it.	Cognitive	B. Imitation and Memory	3. Relates past events
3. Briefly describe recent past events or act them out.	Cognitive	B. Imitation and Memory	3. Relates past events

3. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.

1. Sometimes demonstrate an ability to pay attention to more than one thing at a time.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
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Ages Three to Five

Physical Development & Health

1. Physical Health Status : The maintenance of healthy and age-appropriate physical well-being.

1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases.	Adaptive	A. Eating and Drinking	All
	Adaptive	B. Personal Care Routines	All
2. Participate in the prevention and management of chronic health conditions and avoid toxins, such as lead.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight and height by age.			
4. Get sufficient rest and exercise to support healthy development.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

2. Health Knowledge & Practice : The understanding of healthy and safe habits and practicing healthy habits.

1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	Adaptive	B. Personal Care Routines	All
2. Communicate an understanding of the importance of health and safety routines and rules.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
4. Distinguish food on a continuum from most healthy to less healthy.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
5. Eat a variety of nutritious foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
6. Participate in structured and unstructured physical activities.	Gross Motor	B. Movement and Coordination	All
	Gross Motor	C. Active Play	All
7. Recognize the importance of doctor and dentist visits.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
8. Cooperate during doctor and dentist visits and health and developmental screening.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

3. Gross Motor Skills : The control of large muscles for movement, navigation, and balance.

1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	Gross Motor	B. Movement and Coordination	All
2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	Gross Motor	C. Active Play	All
3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Gross Motor	C. Active Play	All

4. Fine Motor Skills : The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

1. Develop hand strength and dexterity.	Fine Motor	B. Functional Skill Use	All
2. Develop hand-eye coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
3. Manipulate a range of objects, such as blocks or books.	Fine Motor	B. Functional Skill Use	All
4. Manipulate writing, drawing, and art tools.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

Social & Emotional Development

1. Social Relationships : The healthy relationships and interactions with adults and peers.

1. Communicate with familiar adults and accept or request guidance.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
2. Cooperate with others.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
3. Develop friendships with peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
4. Establish secure relationships with adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
6. Resolve conflict with peers alone and/or with adult intervention as appropriate.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
7. Recognize and label others' emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
8. Express empathy and sympathy to peers.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
9. Recognize how actions affect others and accept consequences of one's actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

2. Self-Concept and Self-Efficacy : The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

1. Identify personal characteristics, preferences, thoughts, and feelings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
4. Demonstrate age-appropriate independence in decision making regarding activities and materials.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

3. Self-Regulation : The ability to recognize and regulate emotions, attention, impulses, and behavior.

1. Recognize and label emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
2. Handle impulses and behavior with minimal direction from adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
3. Follow simple rules, routines, and directions.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
4. Shift attention between tasks and move through transitions with minimal direction from adults.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

4. Emotional and Behavioral Health : A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
2. Refrain from disruptive, aggressive, angry, or defiant behaviors.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
3. Adapt to new environments with appropriate emotions and behaviors.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

English Language Development

1. Receptive English Language Skills : The ability to comprehend or understand the English language.

1. Participate with movement and gestures while other children and the teachers dance and sing in English.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
2. Acknowledge or respond nonverbally to common words or phrases, such as “hello,” “good bye,” “snack time,” and “bathroom,” when accompanied by adult gestures.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
3. Point to body parts when asked, “Where is your nose, hand, leg...?”	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
4. Comprehend and respond to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” and “Why do you think the caterpillar is hungry?”	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
5. Follow multi-step directions in English with minimal cues or assistance.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

2. Expressive English Language Skills : The ability to speak or use English.

1. Repeat word or phrase to self, such as “bus” while the group sings the song “Wheels on the Bus” or “brush teeth” after lunch.	Cognitive	B. Imitation and Memory	2. Imitates novel words
2. Request items in English, such as “car,” “milk,” “book,” or “ball.”	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
3. Use one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
4. Use increasingly complex and varied English vocabulary.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
5. Construct sentences, such as “The apple is round.” or “I see a fire truck with lights on.”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

3. Engagement in English Literacy Activities : Understanding and responding to books, storytelling, and songs presented in English.

1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
2. Point to pictures and says the word in English, such as “frog,” “baby,” “run.”	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
3. Learn part of a song or poem in English and repeat it.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
4. Talk with peers or adults about a story read in English.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

Language Development

1. Receptive English Language Skills : The ability to comprehend or understand the English language.

1. Attend to language during conversations, songs, stories, or other learning experiences.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
2. Comprehend increasingly complex and varied vocabulary.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
3. Comprehend different forms of language, such as questions or exclamations.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
4. Comprehend different grammatical structures or rules for using language.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

2. Expressive Language : The ability to use language.

1. Engage in communication and conversation with others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
2. Use language to express ideas and needs.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
3. Use increasingly complex and varied vocabulary.	Social-Communication	C. Communicative Expression	All
4. Use different forms of language.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
5. Use different grammatical structures for a variety of purposes.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
6. Engage in storytelling.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
7. Engage in conversations with peers and adults.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Literacy Knowledge & Skills

1. Book Appreciation and Knowledge : The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

1. Show interest in shared reading experiences and looking at books independently.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
2. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
3. Ask and answer questions and make comments about print materials.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
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
5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
6. Make predictions based on illustrations or portions of story or text.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story

2. Phonological Awareness : An awareness that language can be broken into words, syllables, and smaller pieces of sound.

1. Identify and discriminate between words in language.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
2. Identify and discriminate between separate syllables in words.	Literacy	B. Phonological Awareness	3 (All)
3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.	Literacy	B. Phonological Awareness	4 (All)
4. Recognize patterns of sounds in songs, storytelling, and poetry.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

3. Alphabet Knowledge : The names and sounds associated with letters.

1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	Literacy	C. Alphabet Knowledge	1 (All)
2. Recognize that letters of the alphabet have distinct sound(s) associated with them.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
3. Attend to the beginning letters and sounds in familiar words.	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
4. Identify letters and associate correct sounds with letters.	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words

4. Print Concepts and Conventions : The concepts about print and early decoding (identifying letter-sound relationships).

1. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	Literacy	A. Awareness of Print Concepts	3 (All)
2. Understand that print conveys meaning.	Literacy	E. Writing	3.3 Copies entire first name
3. Understand conventions, such as print moves from left to right and top to bottom of a page.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
4. Recognize words as a unit of print and understand that letters are grouped to form words.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
5. Recognize the association between spoken or signed and written words.	Literacy	E. Writing	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts

5. Early Writing : The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

1. Experiment with writing tools and materials.	Fine Motor	C. Mechanics of Writing	1 (All)
2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
4. Copy, trace, or independently write letters or words.	Literacy	E. Writing	2.1 Makes representational drawings
5. Dictate ideas to an adult.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
6. Identify information that is relevant.	Literacy	E. Writing	1.1 Dictates description of drawing

Logic & Reasoning

1. Reasoning and Problem-Solving : The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

1. Seek multiple solutions to a question, task, or problem.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
2. Recognize cause-and-effect relationships.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
3. Classify, compare, and contrast objects, events, and experiences.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
4. Use past knowledge to build new knowledge.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
5. Know that problems can be identified and possible solutions can be created.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

2. Symbolic Representation : The use of symbols or objects to represent something else.

1. Represent people, places, or things through drawings, movement, and three-dimensional objects.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
2. Engage in pretend play and act out roles.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
3. Recognize the difference between pretend or fantasy situations and reality.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Mathematics Knowledge & Skills

1. Number Concepts and Quantities : The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).

1. Recognize numbers and quantities in the everyday environment.	Math	C. Reading and Writing Numbers	All
2. Recite numbers in the correct order and understand that numbers come “before” or “after” one another.	Math	A. Counting	4.1 Recites numbers 31–100
3. Associate quantities and the names of numbers with written numerals.	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
	Math	C. Reading and Writing Numbers	3.1 Demonstrates understanding of mathematical meaning of written numerals 11–20
4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
5. Use the number name of the last object counted to represent the number of objects in the set.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Math	A. Counting	3.1 Counts 20 items to determine “How many?”

2. Number Relationships and Operations : The use of numbers to describe relationships and solve problems.

1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.	Math	B. Quantitative Relations	All
2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	Math	D. Addition and Subtraction	1.4 Says number after 1–10
	Math	D. Addition and Subtraction	2.2 Says number before 2–10
3. Identify the new number created when numbers are combined or separated.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less

3. Geometry and Spatial Sense : The understanding of shapes, their properties, and how objects are related to one another. 4.

1. Recognize and name common shapes, their parts, and attributes.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
2. Combine and separates shapes to make other shapes.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
3. Compare objects in size and shape.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
4. Understand directionality, order, and position of objects, such as up, down, in front, and behind.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

4. Patterns : The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
2. Recognize, duplicate, and extend simple patterns.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
3. Create patterns through the repetition of a unit.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

5. Measurement and Comparison : The understanding of attributes and relative properties of objects as related to size, capacity, and area.

1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
2. Order objects by size or length.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
3. Use nonstandard and standard techniques and tools to measure and compare.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
4. Describe the order of common events.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
5. Sequence a simple set of activities or events.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Science Knowledge & Skills

1. Scientific Skills and Method : The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	Cognitive	E. Scientific Discovery	4.1 Draws conclusions about causes of events based on personal experience
2. Observe and discuss common properties, differences, and comparisons among objects.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	Cognitive	E. Scientific Discovery	2.3 Makes observations
4. Collect, describe, and record information through discussions, drawings, maps, and charts.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
5. Describe and discuss predictions, explanations, and generalizations based on past experience.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

2. Conceptual Knowledge of the Natural and Physical World : The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.

1. Observe, describe, and discuss living things and natural processes.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
3. Observe, describe, and discuss properties of materials and transformation of substances.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

Social Studies Knowledge & Skills

1. Self, Family, and Community : The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

1. Identify personal and family structure.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
2. Understand similarities and respect differences among people.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
3. Recognize a variety of jobs and the work associated with them.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
4. Understand the reasons for rules in the home and classroom and for laws in the community	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
5. Describe or draw aspects of the geography of the classroom, home, and community.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6. Recognize money and identify its purpose.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

2. People and the Environment : The understanding of the relationship between people and the environment in which they live.

1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
2. Recognize that people share the environment with other people, animals, and plants.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
3. Understand that people can take care of the environment through activities, such as recycling.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

3. History and Events : The understanding that events happened in the past and how these events relate to one's self, family, and community.

1. Differentiate between past, present, and future.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
2. Recognize events that happened in the past, such as family or personal history.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
3. Understand that how people live and what they do changes over time.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Creative Arts Expression

1. Music : The use of voice and instruments to create sounds.

1. Participate in music activities, such as listening, singing, or performing.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
2. Experiment with musical instruments.	Cognitive	E. Scientific Discovery	2.3 Makes observations
3. Respond to rhythmic patterns and elements of music using expressive movement.	Cognitive	D. Independent and Group Participation	3.1 Responds to request to finish activity
4. Improvise movement and sound responses to music.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
5. Describe and respond to musical elements.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
6. Recognize a wide variety of sounds and sound sources.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
7. Express feeling responses to music.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
8. Recognize music in daily life.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

2. Creative Movement and Dance : The use of the body to move to music and express oneself.

1. Express what is felt and heard in various musical tempos and styles.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
2. Move to different patterns of beat and rhythm in music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
3. Use creative movement to express concepts, ideas, or feelings.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
4. Demonstrate simple phrases of movement in time and space.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
5. Attentively observe a dance performance.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
6. Recognize dances from around the world.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

3. Art : The use of a range of media and materials to create drawings, pictures, or other objects.

1. Use different materials and techniques to make art creations.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
2. Discuss one's own artistic creations and those of others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3. Know that works of art can represent people, places, and things.	Literacy	E. Writing	1.2 Verbally labels representational drawings
4. Identify art in daily life.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
5. Understand that artists have an important role in communities.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

4. Drama & Theatre Arts : The portrayal of events, characters, or stories through acting and using props and language.

1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
3. Respond to stories and plays.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

Approaches to Learning

1. Initiative and Curiosity : An interest in varied topics and activities, a desire to learn, creativity, and independence in learning.

1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks	Cognitive	E. Scientific Discovery	4. Transfers knowledge
3. Ask questions and seek new information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

2. Persistence and Attentiveness : The ability to begin and finish activities with persistence and attention.

1. Maintain interest in a project or activity until completed.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
2. Set goals and develop and follow through on plans.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

3. Cooperation : An interest and engagement in group experiences.

1. Plan, initiate, and complete learning activities with peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
2. Join in cooperative play with others and invite others to play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
3. Model or teach peers.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
4. Help, share, and cooperate in a group.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity