



ALIGNMENT

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

WITH
Iowa Early Learning Standards

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

This document aligns the content from the *Iowa Early Learning Standards* [2018] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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Area 1: Social and Emotional Development

Standard 1.1 Self

1.1.IT Infants and toddlers display a positive sense of self.

1.1.IT.1 responds to familiar adults' and children's interactions using behaviors such as gazing, cuddling, and accepting assistance.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
1.1.IT.2 explores his or her own body.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
1.1.IT.3 shows awareness of self, such as responding to own image in mirror.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
1.1.IT.4 shows preferences for toys and experiences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
1.1.IT.5 expresses reaction through facial expressions, sounds, and gestures.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

1.1.PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

1.1.PS.1 expresses a positive sense of self in terms of specific abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
1.1.PS.2 expresses needs, wants, opinions, and feelings in socially appropriate ways.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
1.1.PS.3 demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
1.1.PS.4 recognizes own power to make choices.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

Standard 1.2 Self-Regulation

1.2.IT Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.

1.2.IT.1 indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
1.2.IT.2 comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
1.2.IT.3 begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
1.2.IT.4 shows increasing ability to recognize own feelings, including simple (such as mad, glad) and complex (such as excited, frustrated, disappointed) feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
1.2.IT.5 responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
1.2.IT.6 begins to control behavior through following simple rules and limits in a variety of settings.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
1.2.IT.7 begins to transition between feeling states with guidance from a caring adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

IA Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

1.2.PS Children show increasing ability to regulate behavior and express emotions in appropriate ways.

1.2.PS.1 demonstrates the ability to monitor his or her own behavior and its effects on others, following and contributing to adult expectations.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
1.2.PS.2 persists with difficult tasks without becoming overly frustrated.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
1.2.PS.3 begins to accept consequences of his or her own actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
1.2.PS.4 manages transitions and changes to routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
1.2.PS.5 states feelings, needs, and opinions in difficult situations without harming self, others, or property.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
1.2.PS.6 expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Standard 1.3 Relationship with Adults

Standard 1.3.IT Infants and toddlers relate positively with significant adults.

1.3.IT.1 distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
1.3.IT.2 accepts assistance and comfort from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
1.3.IT.3 seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
1.3.IT.4 shows discomfort at separations from familiar adults.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
1.3.IT.5 seeks help from familiar adults in unfamiliar situations.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
1.3.IT.6 explores the environment, both indoors and outdoors, but may return to a familiar adult periodically for security.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
1.3.IT.7 begins to imitate or portray roles and relationships.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
1.3.IT.8 imitates adult behaviors.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Cognitive	B. Imitation and Memory	2. Imitates novel words

IA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Standard 1.3.PS Children relate positively with significant adults.			
1.3.PS.1 interacts comfortably with familiar adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
1.3.PS.2 accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
1.3.PS.3 expresses affection toward familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
1.3.PS.4 shows trust in familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
1.3.PS.5 seeks help, as needed, from familiar adults.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
Standard 1.4 Relationship with Children			
Standard 1.4.IT Infants and toddlers respond to and initiate interactions with other children.			
1.4.IT.1 initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
1.4.IT.2 accepts help from familiar adults in interactions with other children.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
1.4.IT.3 begins to demonstrate empathy for others and responds to people's facial expressions, body language, and/or interactions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
1.4.IT.4 develops an awareness of his or her behavior and how it affects others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
1.4.IT.5 imitates other children's behaviors.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Cognitive	B. Imitation and Memory	2. Imitates novel words
Standard 1.4.PS Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.			
1.4.PS.1 initiates and sustains positive interactions with peers, and organizes play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
1.4.PS.2 wants to please and be like friends.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
1.4.PS.3 negotiates with others to resolve disagreements.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
1.4.PS.4 develops friendships with other children (peers); starts to demonstrate taking turns and sharing with others.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
1.4.PS.5 expresses empathy to other children (peers), and demonstrates caring behaviors.	Social-Emotional	A. Interactions with Adults	1. Responds appropriately to others' emotions
1.4.PS.6 accepts consequences of his or her actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
1.4.PS.7 recognizes how behaviors can affect others.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
1.5.PS.8 names friends.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names

Area 2: Physical Well-Being and Motor Development

Standard 2.1 Healthy and Safe Living

Standard 2.1.IT Infants and toddlers participate in healthy and safe living practices.

2.1.IT.1 expresses satisfaction or dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
2.1.IT.2 establishes healthy eating and sleeping patterns with the assistance of a responsive adult.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
2.1.IT.3 ingests breast milk or formula, progressing to solid foods, to self-feeding age-appropriate foods, and drinking from a cup.	Adaptive	A. Eating and Drinking	1. Uses lips to take semisolid foods off eating utensil
	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
2.1.IT.4 participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
2.1.IT.5 shows a willingness to try new foods and engages in food exploration such as basic cooking tasks or dramatic play activity.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
2.1.IT.6 participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.	Adaptive	B. Personal Care Routines	2. Complies with common home and community safety rules

Standard 2.1.PS Children show increasing awareness of healthy and safe living practices.

2.1.PS.1 begins to recognize and select healthy foods.	Adaptive	B. Personal Care Routines	2. Eats foods from variety of food groups with variety of textures
2.1.PS.2 follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
2.1.PS.3 develops appropriate balance between rest and physical activity as part of a healthy lifestyle.			
2.1.PS.4 demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
2.1.PS.5 communicates safety rules and the reasons for the rules for indoor and outdoor environments.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

Standard 2.2 Large Motor Skills

Standard 2.2.IT Infants and toddlers develop large motor skills.

2.2.IT.1 shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.	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
2.2.IT.2 shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.	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
2.2.IT.3 shows increasing control in motor skills such as rolling, throwing, and kicking a ball, and jumping.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Gross Motor	C. Active Play	1.1 Bounces ball with one hand
	Gross Motor	C. Active Play	1.2 Bounces ball with two hands
	Gross Motor	C. Active Play	1.3 Catches ball
	Gross Motor	C. Active Play	1.4 Kicks ball
2.2.IT.4 shows increasing balance in activities such as running, climbing stairs, marching, and moving a riding toy using his or her feet.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering

Standard 2.2.PS Children develop large motor skills.

2.2.PS.1 demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Gross Motor	B. Movement and Coordination	7. Skips
2.2.PS.2 demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing.	Gross Motor	C. Active Play	1 (All)
2.2.PS.3 expresses enjoyment in participating in physical experiences and creative movement.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

Standard 2.3 Small Motor Development

Standard 2.3.IT Infants and toddlers develop small motor skills.

2.3.IT.1 uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, transferring objects from hand to hand, and fitting objects into a hole in a box.	Fine Motor	A. Reach, Grasp, and Release	All
2.3.IT.2 uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing with assistance, scribbling with crayons or markers, participating in finger plays, and using musical instruments.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Adaptive	A. Eating and Drinking	All
	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil

IA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Standard 2.3.PS Children develop small motor skills.			
2.3.PS.1 uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials, such as beads, pegs, shoelaces, puzzle pieces, and musical instruments.	Fine Motor	B. Functional Skill Use	All
2.3.PS.2 demonstrates increased skills using scissors and writing tools for various learning experiences.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Area 3: Approaches to Learning			
Standard 3.1 Curiosity and Initiative			
Standard 3.1.IT Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.			
3.1.IT.1 shows interest in people including other infants, objects, and events.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
3.1.IT.2 uses his or her senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
3.1.IT.3 actively plays with or near adults, other children, and materials.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Standard 3.1.PS Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.			
3.1.PS.1 chooses, deliberately, to explore a variety of materials and experiences, seeking out new challenges.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
3.1.PS.2 participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
3.1.PS.3 asks questions about a variety of topics.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
3.1.PS.4 repeats skills and experiences to build competence and support the exploration of new ideas.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Standard 3.2 Engagement and Persistence			
Standard 3.2.IT Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.			
3.2.IT.1 holds attention of familiar adult; for example, through eye contact or vocalizations.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
3.2.IT.2 repeats familiar and newly learned experiences.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
3.2.IT.3 maintains focus, if interested, on people or objects, play experiences, or novel events.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
3.2.IT.4 continues to try to succeed using challenging materials or during experiences.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

IA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Standard 3.2.PS Children purposefully choose and persist in experiences and play.			
3.2.PS.1 maintains concentration on a task, despite distractions and interruptions.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
3.2.PS.2 stays engaged and completes a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
3.2.PS.3 sets goals and follows a plan in order to complete a task.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
3.2.PS.4 chooses to participate in play and learning experiences.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
Standard 3.3 Reasoning and Problem Solving			
Standard 3.3.IT Infants and toddlers purposefully demonstrate strategies for reasoning and problem solving.			
3.3.IT.1 uses an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.	Cognitive	D. Reasoning	1. Uses object to obtain another object
3.3.IT.2 experiments to find a solution to a problem.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
3.3.IT.3 imitates an adult action to solve a problem.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
3.3.IT.4 recognizes difficulties and adjusts actions, as needed.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
3.3.IT.5 seeks and accepts help when encountering a problem beyond his or her ability to solve independently.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Standard 3.3.PS Children demonstrate strategies for reasoning and problem solving.			
3.3.PS.1 shows interest in and finds a variety of solutions to questions, tasks, or problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
3.3.PS.2 recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
3.3.PS.3 shares ideas or makes suggestions of how to solve a problem presented by another person.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Standard 3.4 Play and Senses - Infant and Toddler

Standard 3.4.IT Infants and toddlers engage in play to learn.

3.4.IT.1 uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
3.4.IT.2 chooses and participates in a variety of play experiences.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
3.4.IT.3 imitates behaviors of others in play.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Cognitive	B. Imitation and Memory	2. Imitates novel words
3.4.IT.4 repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

Standard 3.4.PS Children engage in play to learn.

3.4.PS.1 engages in a variety of indoor and outdoor play experiences.	Social-Emotional	D. Independent and Group Participation	All
	Gross Motor	C. Active Play	All
3.4.PS.2 uses sights, smells, sounds, textures, and tastes to discriminate between and to explore experiences, materials, and the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
3.4.PS.3 engages in self-initiated, unstructured play.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
3.4.PS.4 plans and executes play experiences alone and with others.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

Area 4: Social Studies

Standard 4.1 Awareness of Family and Community

Standard 4.1.IT Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.

4.1.IT.1 expresses enjoyment at being in a familiar setting or group.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
4.1.IT.2 recognizes familiar adults and uses them to determine safety during exploration.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
4.1.IT.3 explores and plays freely within familiar settings.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

IA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Standard 4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.			
4.1.PS.1 demonstrates understanding communities are composed of groups of people who live, play, or work together.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4.1.PS.2 demonstrates ability to identify communities to which they belong.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4.1.PS.3 recognizes their family is an important group to which they belong.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
4.1.PS.4 demonstrates responsibility as a member of a family or community.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
4.1.PS.5 shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
4.1.PS.6 participates in creating and following rules and routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
4.1.PS.7 demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Standard 4.2 Awareness of Culture			
Standard 4.2.IT Infants and toddlers demonstrate a strong sense of self within their culture.			
4.2.IT.1 expresses enjoyment at being in a familiar setting or group.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
4.2.IT.2 chooses and participates in familiar experiences, including songs and stories from his or her home culture.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
4.2.IT.3 explores materials from various cultures.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Standard 4.2.PS Children demonstrate an increasing awareness of culture and diversity.			
4.2.PS.1 demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
4.2.PS.2 demonstrates acceptance of persons from different cultures and ethnic groups.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4.2.PS.3 demonstrates a sense of belonging, feeling pride in his or her own culture while showing respect for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
4.2.PS.4 uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease and empathy with similarities and differences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Standard 4.3 Exploration of the Environment

Standard 4.3.IT Infants and toddlers explore new environments with interest and recognize familiar places.

4.3.IT.1 demonstrates interest and curiosity within familiar and unfamiliar settings.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
4.3.IT.2 explores and plays with new, as well as familiar objects, in the environment using all five senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
4.3.IT.3 chooses and participates in unfamiliar experiences.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Standard 4.3 Awareness of the Relationship Between People and the Environment in Which They Live

Standard 4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.

4.3.PS.1 interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
4.3.PS.2 constructs meaning about himself or herself and the world through relevant and meaningful experiences with objects and the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
4.3.PS.3 recognizes 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
4.3.PS.4 recognizes that people share the environment with other people, animals, and plants.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
4.3.PS.5 understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
4.3.PS.6 recognizes a variety of jobs and the work associated with them.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Standard 4.4 Awareness of Past

Standard 4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.

4.4.PS.1 differentiates between past, present, and future.	Cognitive	B. Imitation and Memory	3. Relates past events
4.4.PS.2 represents events and experiences that occurred in the past through words, play, and art.	Cognitive	B. Imitation and Memory	3. Relates past events
4.4.PS.3 uses past events to construct meaning of the world.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
4.4.PS.4 understands that events happened in the past and that the events relate to oneself, family, community, and cult	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Area 5: Creative Arts

Standard 5.1 Art

Standard 5.1.IT Infants and toddlers participate in a variety of sensory and art-related experiences.

5.1.IT.1 gazes at a picture, photo, or mirror images.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
5.1.IT.2 manipulates and explores play materials within the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
5.1.IT.3 expresses interest in art-related experiences and media.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
5.1.IT.4 engages in experiences that support creative expression.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Literacy	E. Writing	1.2 Verbally labels representational drawings
	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Literacy	E. Writing	2. Writes and draws for a variety of purposes
5.1.IT.5 chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Standard 5.1.PS Children participate in a variety of art and sensory-related experiences.

5.1.PS.1 uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
5.1.PS.2 expresses ideas about his or her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
5.1.PS.3 demonstrates care and persistence when involved in art projects.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
5.1.PS.4 plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

Standard 5.2 Music, Rhythm, and Movement

Standard 5.2.IT Infants and Toddlers participate in a variety of rhythm, music, and movement experiences.

5.2.IT.1 shows interest in songs, tones, rhythms, voices, and music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
5.2.IT.2 experiments with a variety of age-appropriate instruments and sound-making objects.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
5.2.IT.3 enjoys exploring ways of interacting with others through touch and motion.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
5.2.IT.4 chooses and participates in music and movement experiences.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
5.2.IT.5 sings simple songs and participates in finger plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
5.2.IT.6 sings daily songs to recognize the patterns throughout their day.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Standard 5.2.PS Children participate in a variety of music and movement experiences.

5.2.PS.1 participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and pitched instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
5.2.PS.2 demonstrates meaningful creative and imaginative responses, including taking on pretend roles, when listening to music to reflect the expressive elements of music.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
5.2.PS.3 notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
5.2.PS.4 recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the development of ability to keep beat.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
5.2.PS.5 demonstrates an awareness of music and sound as part of daily life indoors and outdoors.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Standard 5.3 Dramatic Play

Standard 5.3.IT Infants and toddlers engage in dramatic play experiences.

5.3.IT.1 imitates the sounds, facial expressions, gestures, or behaviors of another person.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Cognitive	B. Imitation and Memory	2. Imitates novel words
5.3.IT.2 imitates the actions and sounds of animals, people, and objects.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Cognitive	B. Imitation and Memory	2. Imitates novel words
5.3.IT.3 engages in dramatic play in both indoor and outdoor environments.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Standard 5.3.PS Children engage in dramatic play experiences.			
5.3.PS.1 shows creativity and imagination when using materials.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
5.3.PS.2 assumes different roles in dramatic play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
5.3.PS.3 interacts with peers in dramatic play experiences that become more extended and complex.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Area 6: Communication, Language, and Literacy

Standard 6.1 Language Understanding and Use

Standard 6.1.IT Infants and toddlers understand and use communication and language for a variety of purposes.

6.1.IT.1 responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
6.1.IT.2 uses vocalizations and gestures to gain attention from others.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
6.1.IT.3 uses vocalizations and gestures to communicate wants and needs.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
6.1.IT.4 increases both listening (receptive) and speaking (expressive) vocabulary	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
6.1.IT.5 progresses to using words and then to simple sentences to communicate.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
6.1.IT.6 participates in conversations that include taking turns, using both receptive (listening) and expressive (speaking) language skills.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
6.1.IT.7 answers simple questions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
6.1.IT.8 follows simple directions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues

Standard 6.1.PS Children understand and use communication and language for a variety of purposes.			
6.1.PS.1 demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	Social-Communication	B. Communicative Understanding	All
	Social-Communication	C. Communicative Expression	All
6.1.PS.2 initiates, listens, and responds in relationship to the topics of conversations with other children (peers) and adults.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
6.1.PS.3 speaks in phrases and sentences of increasing length and complexity.	Social-Communication	B. Communicative Understanding	1. Produces multiple-word sentences to communicate
6.1.PS.4 follows oral directions that involve several actions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
6.1.PS.5 asks and answers a variety of questions.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
6.1.PS.6 demonstrates knowledge of the rules of conversations such as taking turns while speaking.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
6.1.PS.7 uses her or his home language, sometimes in combination with English, to communicate with people.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
6.1.PS.8 demonstrates ongoing development and improvement in vocabulary and complexity in use of home language.	Social-Communication	C. Communicative Expression	All
6.1.PS.9 demonstrates engagement at home or the classroom in literacy activities to relate to her or his home language.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6.1.PS.10 demonstrates receptive (listening) and expressive (speaking) English language skills to be able to comprehend the English language.	Social-Communication	B. Communicative Understanding	All
	Social-Communication	C. Communicative Expression	All
6.1.PS.11 demonstrates engagement in English literacy activities to understand and respond to books, storytelling, and songs presented in English.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Standard 6.2 Early Literacy			
Standard 6.2.IT Infants and toddlers engage in early reading experiences.			
6.2.IT.1 explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
6.2.IT.2 focuses on a book or the reader when hearing stories read to him or her.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
6.2.IT.3 gazes at or points to pictures in books.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
6.2.IT.4 responds to or engages in songs, rhyming games, or finger plays with a familiar adult.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
6.2.IT.5 points to, labels, and/or talks about objects, events, or people within books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
6.2.IT.6 enjoys and repeats songs, rhymes, or finger plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
6.2.IT.7 answers simple questions related to books.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

Standard 6.2.PS Children engage in early reading experiences.

6.2.PS.1 expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation).			
6.2.PS.2 displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).	Literacy	A. Awareness of Print Concepts	2 (All)
	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
6.2.PS.3 shows an awareness of print such as pointing to familiar words or letters (print awareness).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
6.2.PS.4 understands sentences are made of words and words are made of individual letters (concepts of print).	Literacy	C. Alphabet Knowledge	All
6.2.PS.5 understands increasingly and uses a variety of words (vocabulary).	Social-Communication	C. Communicative Expression	All
6.2.PS.6 shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
6.2.PS.7 recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge).	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
6.2.PS.8 recognizes most upper and lower case letters (letter knowledge).	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
6.2.PS.9 produces the sound of some of the letters she or he knows (phonics).	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
6.2.PS.10 identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme).	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
6.2.PS.11 identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness – alliteration).	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
6.2.PS.12 identifies the syllables in his or her name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness – segmenting syllables).	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
6.2.PS.13 blends syllables to identify a word, object, or picture (phonological awareness – blending syllables).	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words

Standard 6.3 Early Writing

Standard 6.3.IT Infants and toddlers engage in early writing experiences.

6.3.IT.1 grasps and/or manipulates a variety of objects in his or her environment.	Fine Motor	A. Reach, Grasp, and Release	All
6.3.IT.2 scribbles spontaneously, usually using a fist grip.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
6.3.IT.3 shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating	Fine Motor	A. Reach, Grasp, and Release	2 (All)
	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects

IA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Standard 6.3.PS Children engage in early writing experiences.			
6.3.PS.1 attempts to communicate with others using scribbles, shapes, pictures, letter-like forms and/or letters in writing.	Literacy	E. Writing	3.4 Writes using “scribble writing”
6.3.PS.2 experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6.3.PS.3 uses expressive (speaking) language to share intended meaning of drawings and writing.	Literacy	E. Writing	1.1 Dictates description of drawing
6.3.PS.4 starts to demonstrate interest in learning to write letters, especially the letters in his or her name.	Literacy	E. Writing	3.3 Copies entire first name
6.3.PS.5 uses invented spelling consisting of beginning sounds to represent a whole word.	Literacy	E. Writing	3.1 Writes using developmental spelling

Area 7: Mathematics

Standard 7.1: Comparison and Number

Standard 7.1.IT Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.			
7.1.IT.1 begins to notice characteristics of objects such as size, color, shape, or quantity.	Cognitive	E. Scientific Discovery	2.3 Makes observations
7.1.IT.2 matches and sorts objects by size, color, shape, or quantity.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
7.1.IT.3 begins to use simple counting in play and interactions, although numbers may occur out of order.	Math	A. Counting	1.2 Recites numbers 1–3
7.1.IT.4 makes simple comparisons between two objects using words like big, small, more, etc.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Standard 7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.			
7.1.PS.1 recognizes small quantities (1 to 5) without counting them (subitizing).	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
7.1.PS.2 counts to 20 verbally.	Math	A. Counting	3.2 Recites numbers 1–20
7.1.PS.3 points and counts 10-20 objects accurately.	Math	A. Counting	3. Counts out 20 items
7.1.PS.4 makes sets of 6-10 objects and describes parts.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
7.1.PS.5 uses language such as more, less or the same amount to compare quantities.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
7.1.PS.6 identifies numerals to 10 by name.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10

Standard 7.2 Patterns

Standard 7.2.IT Infants and toddlers begin to recognize patterns.

7.2.IT.1 demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
7.2.IT.2 shows recognition of sequence in events or objects.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
7.2.IT.3 repeats actions in sequence, such as finger plays.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
7.2.IT.4 notices patterns and objects in the environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
7.2.IT.5 organizes objects into groups during play and exploration.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Standard 7.2.PS Children understand patterns.

7.2.PS.1 recognizes, reproduces and creates patterns moving from simple to complex.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
7.2.PS.2 extends patterns by predicting what comes next.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
7.2.PS.3 describes patterns seen in natural and designed settings.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Standard 7.3 Shapes and Spatial Relationships

Standard 7.3.IT Infants and toddlers show increasing understanding of spatial relationships.

7.3.IT.1 takes objects apart.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
7.3.IT.2 fills and empties containers.	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
7.3.IT.3 takes objects apart and attempts to put them together.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
7.3.IT.4 shows awareness of his or her own body space.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
7.3.IT.5 matches similar shapes.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
7.3.IT.6 follows simple direction related to positions such as in, on, under, up, or down.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Standard 7.3.PS Children understand shapes and spatial relationships.

7.3.PS.1 demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
7.3.PS.2 identifies and describes two- and three-dimensional shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
7.3.PS.3 notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
7.3.PS.4 notices how shapes fit together and can be taken apart to form other shapes.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Standard 7.4 Measurements

Standard 7.4.PS Children understand comparisons and measurements.

7.4.PS.1 sorts, classifies, and puts objects in series using a variety of properties.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
7.4.PS.2 makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
7.4.PS.3 measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
7.4.PS.4 explores objects using standard measuring tools such as rulers, measuring cups, and balance scales.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
7.4.PS.5 begins to demonstrate knowledge that measurement requires a 'fair' comparison starting at the same baseline or measuring the same property such as length, height, and volume.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
7.4.PS.6 develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Standard 7.5 Data Analysis

Standard 7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.

7.5.PS.1 sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
7.5.PS.2 sorts and resorts sets in a variety of ways.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
7.5.PS.3 compares and orders such as most to least, same amount as, and least to most.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
7.5.PS.4 sorts data into two groups such as big and not big, green and not green, and pets and not pets.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
7.5.PS.5 asks questions, collects, records, and organizes data to find answers to questions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Area 8: Science

Standard 8.1 Scientific Investigations

Standard 8.1.IT: Infants and toddlers observe and wonder about the environment around them.

8.1.IT.1 begins to notice objects and events in the indoor and outdoor environments.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8.1.IT.2 engages in a variety of play experiences and exploration when provided open-ended materials, such as toys or household items that can be taken apart/put together, a container of water and various objects, seeds of different sizes/textures/shapes).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8.1.IT.3 uses one or more senses to make observations of their environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
8.1.IT.4 reacts to changes in the environment.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8.1.IT.5 attempts to manipulate/understand his or her environment through repetitive play.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8.1.IT.6 identifies and interacts with new objects placed in his or her environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8.1.IT.7 asks simple questions about observations of the environment using language (may be home language), behavior, and interactions.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions

Standard 8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.

8.1.PS.1 asks questions about his or her environment, and begins to identify and look for information that will help answer those questions or solve problems.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
8.1.PS.2 plans and conducts simple investigations alone or in collaboration with other children to answer questions or to design solutions to scientific or engineering problems.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
8.1.PS.3 begins to use appropriate scientific tools and technology to conduct investigations, including scales, tape measure, magnifying glass, tweezers, and eye dropper.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
8.1.PS.4 observes, investigates, and describes objects, materials, and other physical science phenomena in the classroom and outdoor environments such as shadows or reflections.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
8.1.PS.5 observes, investigates, and describes the characteristics, behavior, and habitats of living things.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
8.1.PS.6 asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
8.1PS.7 develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Standard 8.2 Scientific Reasoning

Standard 8.2.IT: Infants and toddlers use reasoning to make sense of information in their environment.

8.2.IT.1 uses trusted relationships to gain understanding of the living and non-living world.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
8.2.IT.2 explores cause and effect relationships by engaging in problem solving through trial and error.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
8.2.IT.3 shows understanding of object permanence (that people exist when they cannot be seen and objects exist even when out of sight).	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
8.2.IT.4 makes a choice to reach a desired outcome.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Standard 8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.

8.2.PS.1 begins to make comparisons and to categorize nonliving things based on characteristics she or he can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight.	Cognitive	E. Scientific Discovery	2.3 Makes observations
8.2.PS.2 uses information from investigations to identify similarities and differences in characteristics and behavior of living things and to make inferences about needs and how to meet needs such as caterpillars eat leaves.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
8.2.PS.3 uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change such as plants grow with the proper amounts of water and light; combine substances; heat/cool an item; and baby animals generally resemble their parents.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
8.2.PS.4 begins to identify ways humans positively and negatively impact the environment such as beginning awareness of conservation and respect for the environment, based on investigations.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
8.2.PS.5 describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, and beside; and begins to notice cause and effect relationships such as a ball rolls faster on a steeper incline.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
8.2.PS.6 begins to notice patterns such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Standard 8.3 Scientific Communication

Standard 8.3.IT: Infants and toddlers share information and understanding about experiences in their environment.

Standard 8.3.IT: Infants and toddlers share information and understanding about experiences in their environment.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
8.3.IT.1 produces questions using gestures and/or facial expressions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8.3.IT.2 expresses vocalizations and gestures to gain attention from others.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8.3.IT.3 shows repetitive actions to demonstrate new learning experiences.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
8.3.IT.4 composes simple verbal questions in English or home language.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
8.3.IT.5 responds verbally to other's questions or statements in English or home language.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
8.3.IT.6 draws pictures to represent his or her observations of objects and/or of changes to objects or the environment.	Literacy	E. Writing	2.1 Makes representational drawings

Standard 8.3.PS Children share information and understanding about experiences in their environment.

8.3.PS.1 shares observations and ideas about the properties and behavior of nonliving and living things through a variety of modalities such as language, drawing, modeling, gesturing, and dramatizing.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Cognitive	E. Scientific Discovery	2.3 Makes observations
8.3.PS.2 obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies, children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
8.3.PS.3 begins to ask questions of others to seek more information on a topic, and participates in generating questions to ask a visiting expert on a topic of interest.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
8.3.PS.4 offers evidence to explain the thought process he or she used to make conclusions or claims, and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
8.3.PS.5 participates in creating a final product such as a panel, classroom book, or newsletter that communicates what was learned during one exploration or during the study of a topic over time, and contributes through language, drawing, writing, or choosing items to include.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations