



ALIGNMENT

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

WITH Illinois Early Learning Guidelines

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

This document aligns the Illinois Early Learning Guidelines for Children Birth to Age 3 [2012] and the Illinois Early Learning and Development Standards, Preschool [2013] 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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Birth to Three

Self-regulation

Physiological Regulation

Standard: Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.

| | | | | |
|-----------------------|---|----------------------|---|---|
| Birth to 9 months | Begins to demonstrate a pattern in sleep-wake and feeding cycles | | | |
| | Signals for needs, e.g., cries when hungry, arches back in discomfort | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Disengages when overstimulated, e.g., turns head, glances away, falls asleep, spits up | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Uses sucking to assist in sleeping | | | |
| 7 months to 18 months | Demonstrates consistent sleeping and feeding times throughout the day | | | |
| | Increasingly organized and consolidated internal schedule for sleep/wake, elimination, and feeding, e.g., decreases the number of naps but extends the length of the naps | | | |
| | Communicates with a wide range of signals as crying diminishes, e.g., smiles, gestures, uses words | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Begins to exhibit certain behaviors when overstimulated and/or unfocused, e.g., becomes aggressive, lashes out, bites | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.3 Responds appropriately to soothing by adult |
| | Increased desire for independence and control | Social-Emotional | E. Meeting Social Expectations | 1.1 Meets internal physical needs of hunger and thirst |

| | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|--|----------------------|---|---|
| 16 months to 24 months | Uses gestures and symbolic actions to demonstrate feelings and needs, e.g., lays head on caregiver’s lap when tired | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Becomes frustrated and displays regressive behaviors when overstimulated, e.g., temper tantrums | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | Communicates needs with one or two words, e.g., says or gestures “milk” for “I want milk” | Social-Communication | C. Communicative Expression | 1.1 Uses two-word utterances |
| | Begins to have an awareness of bodily functions and begins to demonstrate an interest in toileting, e.g., recognizes a “potty” | Adaptive | B. Personal Care Routines | 1.3 Indicates awareness of soiled and wet pants or diapers |
| 21 months to 36 months | Calms down in order to sit and read a book with a caregiver | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |
| | Uses movement to express an emotion, e.g., jumps up and down when excited, stomps feet when upset | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | Recognizes patterns throughout the day, e.g., grabs a pillow and blanket after lunch, when it is nap time | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| | Communicates needs more thoroughly, e.g., “I am hungry” | Social-Communication | C. Communicative Expression | 1. Produces multiple word sentences to communicate |
| | Manages overstimulation in a more organized manner, e.g., disengages, walks away | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | Demonstrates a readiness to begin toilet training | Adaptive | B. Personal Care Routines | 1.1 Indicates need to use toilet |

Emotional Regulation

Standard: Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.

| | | | | |
|-----------------------|--|----------------------|---|---|
| Birth to 9 months | Signals needs by sounds and movement | Social-Communication | A. Early Social-Communication | 3. Engages in vocal exchanges |
| | Able to use cues to signal overstimulation , e.g., turns head, gaze aversion | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Begins to use self-soothing strategies, e.g., sucks on hands, grasps an object in order to calm self | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | Vocalizes and uses facial cues to get caregiver's attention, e.g., cries, gazes, initiates eye contact | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| 7 months to 18 months | Communicates needs to an adult, e.g., points, shakes head | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Able to self-soothe more effectively, e.g., sucks thumb, holds on to stuffed toy | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | Uses social referencing in uncertain situations, e.g., looks at a caregiver's face for reassurance in the presence of a new person | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Prefers physical proximity to familiar adults in unknown situations, e.g., follows caregiver when he or she leaves the room | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Seeks out caregiver through physical actions, e.g., reaches for the caregiver's hand or moves closer to them when frightened | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Uses comfort objects, e.g., a stuffed animal or blanket, to help calm down | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |

| 16 months to 24 months | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|----------------------|---|---|
| | Uses caregiver’s facial cues and body language to assist in novel and uncertain situations, e.g., sees a dog for the first time and uses the adult’s smile as a cue to cautiously pat the dog | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Uses play to sort out feelings and gain control over them, e.g., projects feeling onto an object, grasps a ball and hugs it tightly to chest when excited | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | Uses verbal and nonverbal communication to signal the need for their caregiver, e.g., calls by name, crawls into a familiar adult’s lap | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Names some emotions, e.g., “me sad” | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| | Begins to use “private speech” in order to assist in regulating their emotions, e.g., utters “bear, where is bear” to self | Social-Communication | C. Communicative Expression | 1.1 Uses two-word utterances |
| 21 months to 36 months | Communicates wants and needs verbally, e.g. “pick me up” | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | Engages in pretend play to manage uncertainty and fear, e.g., plays doctor and gives someone a “shot” | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Seeks caregiver support when feeling overwhelmed by emotion; may reject support as well | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Expresses emotions through the use of play | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | Holds on to a special object during certain times of the day, e.g., blanket, picture, book, stuffed toy | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |

Attention Regulation

Standard: Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.

| | | | | |
|-----------------------|---|----------------------|--------------------------------|--|
| Birth to 9 months | Focuses on objects in the environment during alert states | Social-Communication | B. Communicative Understanding | 1.2 Looks toward object |
| | Initiates and briefly maintains social interactions with adults, e.g., establishes eye contact, coos to receive attention | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | Explores environment through senses, e.g., touches and mouths objects | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Focuses attention on novel objects and familiar caregiver(s) | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Plays with one object for a few minutes before focusing on a different object | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| 7 months to 18 months | Engages in joint attention with a caregiver, e.g. joins in looking at the same object or shifts gaze to where someone is pointing | Social-Communication | B. Communicative Understanding | 1. Follows gaze to establish joint attention |
| | Maintains more advanced levels of engagement, e.g., repeats actions over and over when enjoying the reaction and result of the experience | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Focuses on one object or activity for a brief period of time, even with other objects close in proximity; still easily distracted | Social-Communication | B. Communicative Understanding | 1.2 Looks toward object |
| | Shifts attention from adults to peers | Social-Emotional | C. Interactions with Peers | 1.2 Responds appropriately to peer social behavior |
| | Relies on routines and patterns to maintain an organized state in order to focus | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |

| | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|----------------------|--|--|
| 16 months to 24 months | Works to find solutions to simple problems and/or obstacles, e.g., attempts to climb onto a piece of furniture in order to retrieve a toy | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Works on solving increasingly difficult activities, e.g., attempts to solve a simple, three-piece puzzle | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Remains focused for longer periods of time while engaged in self-initiated play | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | Attends and stays engaged to often reach a goal, e.g., places all the shapes in the shape sorter | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| 21 months to 36 months | Attention expands and stays focused on an activity or object even when distractions are present | Social-Emotional | D. Independent and Group Participation | 3.1 Responds to request to finish activity |
| | Uses self-talk to extend play, e.g., says “now sleepy” to the baby doll after feeding it a bottle | Social-Communication | C. Communicative Expression | 1.1 Uses two-word utterances |
| | Plays independently before moving on to a new activity, e.g., engages in block play, reads a book | Social-Communication | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | Wait time increases, e.g., participates in turn-taking activities | Social-Emotional | D. Independent and Group Participation | 1. Interacts appropriately with others during small-group activities |
| | Transitions between what he or she is engaged in and what is happening in the background, e.g., makes a comment in regard to a conversation happening between another child and adult, while engaged in completing a puzzle | | | |

Behavior Regulation

Standard: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

| | | | | |
|-----------------------|---|----------------------|--------------------------------|---|
| Birth to 9 months | Cries when hungry, tired, uncomfortable, or bored | Social-Communication | A. Early Social-Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | Uses physical movements to disengage from interaction, turns head, averts gaze | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Physically explores environment through touch, e.g., sucking, gnawing, hitting, pulling, banging | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Shows curiosity and limited restraint when exploring the environment, e.g., reaches for objects that adults or other children are holding | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| 7 months to 18 months | Explores environment while unaware of boundaries and limits, e.g., crawls toward a shelf and attempts to climb it | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Reads cues and body language of caregiver(s) and familiar others to guide reactions and behaviors in novel and uncertain situations | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| | Demonstrates frustration, e.g., cries, bites | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | Has difficulty channeling excitement, e.g., screams, jumps, squeezes, bites | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | Chooses between two options, e.g., "You can have the red ball or the blue ball" | Social-Communication | A. Early Social-Communication | 4.2 Makes choices to express preferences |
| | Completes a forbidden action regardless of referencing a caregiver's reaction, e.g., looks toward their caregiver before touching the forbidden object and then touches it anyway | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |

| | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|--|----------------------|--|---|
| 16 months to 24 months | Communicates “mine” when another child takes a toy away | Social-Emotional | D. Independent and Group Participation | 4.2 Claims and defends possessions |
| | Communicates “no” to self when reaching for forbidden objects | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | Begins to respond to caregiver’s cues and modifies behavior, e.g., does not touch the forbidden object, once recognizing the caregiver is discouraging the action | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| 21 months to 36 months | Increases the use of private speech in everyday play and interactions | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | Increasingly reacts appropriately to adults’ facial expressions, tone, and affect, before acting on an impulse | Social-Emotional | A. Interactions with Adults | 1.1 Responds appropriately to familiar adult’s affective tone |
| | Identifies situations where he or she needs the caregiver to support in controlling behavior, e.g., holds caregiver’s hand when crossing the street | Social-Emotional | E. Meeting Social Expectations | 3.1 Seeks adult permission when appropriate |
| | Transitions smoothly if is prepared ahead of time | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |
| | Checks in with caregiver through nonverbal and verbal communication, e.g., glances, waves, points, says name, asks a question, all without having to be in close proximity | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Demonstrates an awareness of expectations, e.g., approaches and gently touches a baby, waits for brief periods of time when turn-taking | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |

Social & Emotional Development

Attachment Relationships

Standard: Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.

| | | | | |
|-------------------|---|----------------------|---|---|
| Birth to 9 months | Establishes, maintains, and disengages eye contact | Social-Communication | A. Early Social-Communication | 1. Turns and looks toward person speaking |
| | Responds to caregiver(s) by smiling and cooing | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | Seeks comfort from a familiar caregiver | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.3 Responds appropriately to soothing by adult |
| | Imitates familiar adults' gestures and sounds | Cognitive | B. Imitation and Memory | 2.2 Imitates familiar vocalizations |
| | | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | Demonstrates preference for familiar adults | Social-Communication | A. Early Social-Communication | 4.2 Makes choices to express preferences |
| | Exhibits separation anxiety , e.g., does not want to be held by another person when being held by primary caregiver | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |

| | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|--------------------|---|---|
| 7 months to 18 months | Distinguishes between primary caregivers and others | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | Attempts to change the situation when separation anxiety occurs, e.g., follows caregiver(s) when he or she leaves the room | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Uses social referencing with caregiver(s) when in uncertain situations, e.g., will glance at caregiver's face for cues on how to respond to an unfamiliar person or new situation | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| | Uses key adults as a "secure base" when exploring the environment | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Exhibits stranger anxiety and concern in presence of an unknown person or a new situation | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Initiates and maintains interactions with caregiver(s) | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Maintains social interaction with familiar adult |
| 16 months to 24 months | Shows an emotional connection with familiar adults other than the primary caregiver | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | Uses imitation and pretend play to make sense of relationships, e.g., uses a toy to "brush" hair, or feeds and rocks a doll | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Plays physically farther away from primary caregiver with increasing confidence; moves closer as needed | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Seeks physical closeness when distressed | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Actively seeks emotional responses from caregiver(s) by waving, hugging, and crying | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |

| 21 months to 36 months | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|----------------------|--------------------------------|---|
| | Uses glances and words to stay connected, without having to be physically near or touching the caregiver | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | Communicates thoughts, feelings, and plans to familiar adults | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Seeks adult assistance with challenges | Social-Communication | A. Early Social-Communication | 4.1 Makes requests of others |
| | Separates with assistance from attachment figure with minimal anxiety | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |

Emotional Expression

Standard: Children demonstrate an awareness of and the ability to identify and express emotions.

| | | | | |
|------------------------|--|----------------------|---|---|
| Birth to 9 months | Uses facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos | Social-Communication | A. Early Social-Communication | 2.1 Coos and gurgles |
| | Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps | 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 |
| | Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries | Social-Communication | A. Early Social-Communication | 3.2 Vocalizes to another person expressing negative affective state |
| 7 months 18 months | Expresses wants with intentionality, e.g., pushes an unwanted object out of the way, reaches for a familiar adult when wanting to be carried | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Expresses fear by crying or turning toward caregiver(s) for comfort | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Shows anger and frustration, e.g., cries when a toy is taken away | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| 16 months to 24 months | Demonstrates anger and frustration through a wide range of physical, vocal, and facial expressions, e.g., temper tantrums | Social-Communication | A. Early Social-Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | Expresses pride, e.g., smiles, claps, or says, "I did it" after completing a task | Social-Emotional | B. Social-Emotional Expression and Regulation | 3.2 Shares accomplishment with familiar caregiver |
| | Attempts to use a word to describe feelings to a familiar adult | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| | Expresses wonder and delight while exploring the environment and engaging others | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

| 21 months to 36 months | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|------------------|---|--|
| | Attempts to use words to describe feelings and names emotions | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| | Acts out different emotions while engaged in pretend play, e.g., cries when pretending to be sad, jumps up and down for excitement | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | Begins to express complex emotions such as pride, embarrassment, shame, and guilt | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| | Engages in play to express emotion, e.g., draws a picture for a caregiver because he or she misses them, hides a “monster” in a box due to a fear | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |

Relationships with Adults

Standard: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults

| | | | | |
|-----------------------|--|----------------------|---|--|
| Birth to 9 months | Uses signals to communicate needs, e.g., crying, body language, and facial expressions | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | Attempts to engage both unfamiliar and familiar adults | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | Engages in social interactions with adults through smiles, coos, and eye contact | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s) | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | Cautious of unfamiliar adults | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays "peek-a-boo," babbles in response to an adult speaking and repeats this interaction | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |
| 7 months to 18 months | Looks for caregiver's response in uncertain situations | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.3 Responds appropriately to soothing by adult |
| | Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |
| | Uses key adults as a "secure base" when exploring the environment | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Uses "social referencing" when encountering new experiences, e.g., glances at a caregiver's face for cues on how to respond to an unfamiliar person or unknown object | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| | Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|--|----------------------|---|
| 16 months to 24 months | Builds emotional connections with other familiar adults, in addition to primary caregiver(s) | Social-Emotional | A. Interactions with Adults 1. Initiates positive social behavior toward familiar adult |
| | Seeks adult assistance with challenges but may refuse help and say “no” | Social-Communication | A. Early Social-Communication 4.1 Makes requests of others |
| | Responds to guidance, e.g., places the shape into the shape sorter after caregiver demonstrates how to | Social-Emotional | E. Meeting Social Expectations 2.2 Adjusts behavior based on feedback from others or environment |
| | Imitates a familiar adult’s actions, e.g., waves hands around while pretending to talk on the phone after seeing caregiver make those same actions | Cognitive | B. Imitation and Memory 1.2 Imitates familiar simple motor action |
| 21 months to 36 months | Imitates adult roles and activities through pretend play, e.g., goes grocery shopping, or prepares a meal | Social-Emotional | C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play |
| | Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together | Social-Emotional | A. Interactions with Adults 1. Initiates positive social behavior toward familiar adult |
| | Communicates thoughts, feelings, questions, and plans to both familiar and unfamiliar adults | Social-Communication | C. Communicative Expression 1. Produces multiple word sentences to communicate |
| | Demonstrates desire to control or make decisions independent from adults | Social-Communication | A. Early Social-Communication 4.2 Makes choices to express preferences |

Self-Concept

Standard: Children develop identity of self.

| | | | | |
|-----------------------|---|----------------------|---|---|
| Birth to 9 months | Demonstrates interest in faces and voices of others | Social-Communication | A. Early Social-Communication | 1. Turns and looks toward person speaking |
| | Explores his or her own hands and feet | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her name | Social-Communication | B. Communicative Understanding | 2.1 Recognizes own and familiar names |
| | Recognizes and prefers familiar adults and siblings, e.g., leans toward caregiver when being held by someone else | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Initiates interactions with others, e.g., imitates actions, plays peek-a-boo | Social-Emotional | A. Interactions with Adults | 2. Maintains social interaction with familiar adult |
| | Begins to display the beginning of joint attention, e.g., points to objects and people | Social-Communication | B. Communicative Understanding | 1.1 Follows pointing gestures with eyes |
| | Demonstrates separation anxiety, e.g., cries when caregiver leaves the room | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| 7 months to 18 months | Shows awareness of significant people by calling them by name, e.g., "papa" | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
| | Engages in joint attention with familiar others, e.g., shares in looking and engaging with objects and people | Social-Communication | B. Communicative Understanding | 1. Follows gaze to establish joint attention |
| | Responds with vocalizations or gestures when hears name | Social-Communication | B. Communicative Understanding | 2.1 Recognizes own and familiar names |
| | Demonstrates interest in looking in mirror | Social-Communication | B. Communicative Understanding | 1.2 Looks toward object |
| | Uses gestures and some words to express feelings, e.g., "no" | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Uses social referencing to guide actions and begins to test limits | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| | Points to and identifies body parts on him or herself, e.g., points to eyes when asked, "Where are your eyes?" | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|------------------------|--|----------------------|---|--|
| 16 months to 24 months | Demonstrates awareness of self, e.g., touches own nose in the mirror | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Able to express his or her name | Social-Emotional | E. Meeting Social Expectations | 4.3 Provides given name or nickname of self and others |
| | Refers to self with gestures and language | Social-Emotional | E. Meeting Social Expectations | 4.3 Provides given name or nickname of self and others |
| | Demonstrates understanding and use of concepts through words such as “mine,” “me,” and “you” | Social-Communication | C. Communicative Expression | 2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences |
| | Points to self in images and other types of media | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | Frequently tests limits | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Asks for help from familiar adults but may begin to attempt to complete tasks autonomously | Social-Communication | A. Early Social-Communication | 4.1 Makes requests of others |
| 21 months to 36 months | Names people in his/her family and shares stories about them | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Incorporates roles of family members in play | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | Begins to show an interest in describing physical characteristics, e.g., “I have blue eyes” | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Demonstrates preferences, e.g., “I want the green cup” | Social-Communication | A. Early Social-Communication | 4.2 Makes choices to express preferences |
| | Communicates feelings, e.g., may say “I’m sad,” or stomps feet when mad | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| | Begins to understand concept of possession, e.g., “yours,” “hers,” “his” | Social-Communication | C. Communicative Expression | 2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences |

Relationship with Peers

Standard: Children demonstrate the desire and develop the ability to engage and interact with other children.

| | | | | |
|------------------------|---|----------------------|-------------------------------|--|
| Birth to 9 months | Demonstrates effort to interact and engage, e.g., uses eye contact, coos, smiles | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | Observes other children in the environment | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Shows interest in both familiar and unfamiliar peers | Social-Emotional | C. Interactions with Peers | 1.2 Responds appropriately to peer social behavior |
| | Cries when hearing another child cry | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Reaches out to touch another child | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Attempts to imitate actions, e.g., bangs a toy | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| 7 months to 18 months | Shows interest in another child by moving closer, e.g., rolls, crawls, or walks toward the child | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | Imitates actions of another child, e.g., rolling a car | Cognitive | B. Imitation and Memory | 1.1 Imitates novel simple motor action not already in repertoire |
| | Engages in a simple, reciprocal game such as "pat-a-cake" | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |
| | Begins to engage in parallel play, in closer proximity to other children but no interaction is attempted | Social-Emotional | C. Interactions with Peers | 1.3 Plays near one or two peers |
| 16 months to 24 months | Gestures in order to communicate a desire to play near a peer | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | Demonstrates enthusiasm around other children | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | Expresses frustration when another child takes something away from him or her, e.g., a toy | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | Begins to engage in simple reciprocal interactions, e.g., rolls a ball back and forth | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |
| | Demonstrates a preference for parallel play, e.g., plays next to other children with similar toys with little or no interaction | Social-Emotional | C. Interactions with Peers | 1.3 Plays near one or two peers |

| 21 months to 36 months | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|------------------|--|---|
| | Demonstrates a preference toward select peers | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | Becomes frustrated with peers, e.g., yells “no” if a peer tries to interfere in something he or she is engaged in | Social-Emotional | D. Independent and Group Participation | 4.2 Claims and defends possessions |
| | Participates in sharing, when prompted | Social-Emotional | C. Interactions with Peers | 3.3 Shares or exchanges objects |
| | Communicates with other children in different settings, e.g., talks to a peer during snack time, or hands a peer a book | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |
| | Begins to engage in more complex play with two or three children | Social-Emotional | C. Interactions with Peers | 3.2 Joins others in cooperative activity |

Empathy

Standard: Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

| | | | | |
|-----------------------|---|----------------------|---|---|
| Birth to 9 months | Watches and observes adults and other children | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Cries when hearing another infant cry | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Responds to interactions from caregiver(s), e.g., smiles when caregiver smiles, looks toward a caregiver when he or she shakes a rattle | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | Shows signs of separation anxiety, e.g., protests when a caregiver leaves the room | Social-Communication | A. Early Social-Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | Begins to share in simple emotions by reading facial and gestural cues, e.g., repeats activities that make others laugh | Social-Emotional | A. Interactions with Adults | 1.1 Responds appropriately to familiar adult's affective tone |
| 7 months to 18 months | Smiles with intention to draw out a smile from a familiar other | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | Uses social referencing with caregiver(s) when in uncertain situations, e.g., glances at a caregiver's face for cues on how to respond to an unfamiliar person or new situation | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Reacts to a child who is upset by observing or moving physically closer to the child | Social-Emotional | C. Interactions with Peers | 1.2 Responds appropriately to peer social behavior |
| | Shares in both positive and negative emotions with caregiver(s), e.g., shares in wonders, amazement, delight, and disappointment | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| | Begins to have a greater awareness of own emotions, e.g., says or gestures "no" to refuse, squeals and continues to laugh when happy | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|------------------------|--|------------------|---|---|
| 16 months to 24 months | Imitates comforting behaviors from caregiver(s), e.g., pats or hugs a child when upset | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | Recognizes some of his or her own emotions, e.g., grabs a comfort object when sad | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| | Demonstrates awareness of different emotions and feelings during play, e.g., rocks a baby doll and whispers “shhh” | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | Shares in and communicates simple emotions of others, e.g., “mama sad”, “papa happy” | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.1 Identifies/labels emotions in others |
| 21 months to 36 months | Communicates how other children may be feeling and why, e.g., states that a peer is sad because his or her toy was taken away | Cognitive | D. Reasoning | 4.1 Draws conclusions about causes of events based on personal experience |
| | Responds to a child in distress in an attempted manner to make that child feel better, e.g., gives a crying child a hug, uses soothing words, or uses distraction | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | Shares in and shows an emotional response for peers’ feelings, e.g., may show concern for a child who is hurt, or smile for a child who is happy and jumping up and down | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others’ emotions |

Physical Development & Health

Gross Motor

Standard: Children demonstrate strength, coordination, and controlled use of large muscles.

| | | | | |
|-------------------|---|-------------|-------------------------------------|--|
| Birth to 9 months | Lifts head while on tummy | Gross Motor | A. Body Control and Weight Transfer | 2.2 Remains propped on nonextended forearms with head lifted |
| | Brings feet to mouth while lying on back | Gross Motor | A. Body Control and Weight Transfer | 1.1 Kicks legs |
| | Rolls from back to stomach and from stomach to back | Gross Motor | A. Body Control and Weight Transfer | 3. Rolls from back to stomach |
| | Brings both hands to midline, i.e., center of the body | Fine Motor | A. Reach, Grasp, and Release | 1.1 Brings hands together near midline |
| | Begins to gain balance, e.g., sits with and without support | Gross Motor | A. Body Control and Weight Transfer | 4.4 Sits balanced without support |
| | Scoots body to attempt to move from one point to another | Gross Motor | B. Movement and Coordination | 1.3 Crawls forward on stomach |

| | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|--|------------------------------|-------------------------------------|--|
| 7 months to 18 months | Moves from hands and knees to a sitting position | Gross Motor | A. Body Control and Weight Transfer | 4.1 Assumes hands-and-knees position from sitting ² |
| | Rocks back and forth on knees | Gross Motor | B. Movement and Coordination | 1.1 Rocks while in creeping position |
| | Crawls from one point to another | Gross Motor | B. Movement and Coordination | 1. Creeps forward using alternating arm and leg movements |
| | Pulls to a stand using help from furniture or caregiver | Gross Motor | B. Movement and Coordination | 2.3 Pulls to standing position |
| | Moves objects with large muscles, e.g., pushes a toy car with legs, rolls a ball | Gross Motor | C. Active Play | 1.6 Throws or rolls ball at target with two hands |
| | | Gross Motor | C. Active Play | 3.3 Pushes riding toy with feet while steering |
| | Cruises while holding on to furniture, e.g., walks around crib, holding on to railing | Gross Motor | B. Movement and Coordination | 3.4 Cruises |
| | Briefly maintains balance when placed in a non-supported standing position | Gross Motor | B. Movement and Coordination | 4.5 Sits balanced using hands for support |
| | Takes steps independently | Gross Motor | B. Movement and Coordination | 3.1 Walks without support |
| Gets into a standing position without support | Gross Motor | B. Movement and Coordination | 2.2 Stands unsupported | |
| 16 months to 24 months | Attempts to climb objects, e.g., furniture, steps, simple climbing structures | Gross Motor | B. Movement and Coordination | 4.3 Gets up and down from low structure |
| | Holds objects or toys while walking, e.g., pulls a car by a string while walking around the room | Gross Motor | B. Movement and Coordination | 3.1 Walks without support |
| | Kicks and attempts to catch a ball | Gross Motor | C. Active Play | 1.4 Kicks ball |
| | Rides a toy by using his or her hands or feet | Gross Motor | C. Active Play | 3.3 Pushes riding toy with feet while steering |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|--|---------------|--|
| 21 months to 36 months | Stands on one foot with support and maintains balance for a brief period of time | Gross Motor | B. Movement and Coordination 7.2 Hops forward on one foot |
| | Jumps forward a few inches; jumps from slightly elevated surface onto the ground | Gross Motor | B. Movement and Coordination 6. Jumps forward |
| | Walks up and down the stairs by placing both feet on each step | Gross Motor | B. Movement and Coordination 4. Alternates feet going up and down stairs |
| | Throws a ball | Gross Motor | C. Active Play 1.6 Throws or rolls ball at target with two hands |
| | Walks on tiptoes, walks backward, and runs | Gross Motor | B. Movement and Coordination 5. Runs while avoiding people, furniture, or other objects |
| | Pedals a tricycle with both feet | Gross Motor | C. Active Play 3.2 Pedals and steers tricycle |

Fine Motor

Standard: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.

| | | | | |
|-----------------------|--|----------------------|------------------------------|--|
| Birth to 9 months | Opens hands when in a relaxed state | | | |
| | Reaches for objects | Fine Motor | A. Reach, Grasp, and Release | 1.2 Makes directed movements with arms |
| | Grasps, holds, and shakes objects | Fine Motor | A. Reach, Grasp, and Release | 2.1 Grasps hand-size object |
| | Transfers an object from one hand to the other | Fine Motor | B. Functional Skill Use | 3.5 Transfers object from hand to hand |
| | Uses raking motion with hands to bring objects closer, e.g., uses all fingers to bring small objects closer to body | Fine Motor | A. Reach, Grasp, and Release | 2.3 Grasps pea-size object using fingers in raking or scratching movement |
| | Holds a small object in each hand; bangs them together | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| 7 months to 18 months | Picks up objects | Fine Motor | A. Reach, Grasp, and Release | 2. Grasps pea-size object |
| | Uses pincer grasp, e.g., picks up a Cheerio with thumb and forefinger | Fine Motor | A. Reach, Grasp, and Release | 2. Grasps pea-size object |
| | Begins to use simple baby signs (if exposed to baby sign language), e.g., moves hands toward each other to signal more | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
| | Uses hands in a purposeful manner, e.g., turns the pages of a board book, drops objects into a bucket | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | Coordinates increasingly complex hand movements to manipulate objects, e.g., crumples paper, connects and disconnects toy links, flips light switch on and off | Fine Motor | B. Functional Skill Use | 2.1 Turns object using either hand |
| | Participates in finger plays, e.g., moves hands to imitate caregiver's hands when singing "Twinkle, Twinkle, Little Star" | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |

| | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|----------------------|------------------------------|--|
| 16 months to 24 months | Attempts to fold various types of materials, e.g., paper, baby blanket | Fine Motor | B. Functional Skill Use | 3. Manipulates object with two hands, each performing different action |
| | Uses baby sign to communicate various concepts, e.g., "all done," "more," "water" | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
| | Uses simple tools, e.g., scooper to scoop sand or water, crayon for scribbling | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | Begins to imitate lines and circles when drawing | Fine Motor | C. Mechanics of Writing | 1.1 Writes or draws using mixed strokes |
| | Controls placement of objects in a more effective manner, e.g., stacks blocks in a more orderly fashion | Fine Motor | A. Reach, Grasp, and Release | 3. Stacks objects |
| 21 months to 36 months | Begins to use more complicated hand movements, e.g., uses eating utensils independently, stacks blocks | Fine Motor | B. Functional Skill Use | 3. Manipulates object with two hands, each performing different action |
| | Attempts to help with dressing self, e.g., snaps buttons, pulls zipper, puts socks and shoes on | Adaptive | C. Dressing and Undressing | 1.1 Unfastens clothing |
| | Scribbles with intent and begins to draw circles and lines on own | Fine Motor | C. Mechanics of Writing | 1.1 Writes or draws using mixed strokes |
| | Uses hand-eye coordination in a more controlled manner, e.g., completes puzzles, strings beads together | Fine Motor | B. Functional Skill Use | 3. Manipulates object with two hands, each performing different action |

Perceptual

Standard: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

| | | | | |
|-----------------------|--|----------------------|-------------------------------|--|
| Birth to 9 months | Responds to changes in the environment, e.g., startles when hearing a loud noise, turns head toward light | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Explores objects through senses, e.g., mouths, touches objects | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Attempts to mimic sounds heard in the environment | Cognitive | B. Imitation and Memory | 2.2 Imitates familiar vocalizations |
| | Has a range of vision that extends to several feet, which in turn leads to seeing colors and seeing objects from a distance | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Feels the sensation of being touched and looks around to identify the source of the touch, e.g., person or object | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Recognizes familiar objects and begins to demonstrate favoritism for certain toys | Social-Communication | A. Early Social-Communication | 4.2 Makes choices to express preferences |
| 7 months to 18 months | Begins to manipulate materials, e.g., pounds at play dough, squeezes finger foods | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Begins to show a preference for or aversion to particular sensory activities, e.g., pulls hand away from unfamiliar objects or unpleasant textures | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | Becomes aware of obstacles in the environment, e.g., crawls around the table to get the ball | Cognitive | C. Conceptual Knowledge | 1.2 Locates hidden object |
| | Adjusts manner of walking depending on the surface, e.g., walks carefully across gravel | Gross Motor | B. Movement and Coordination | 3. Walks avoiding people, furniture, or objects |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|--|--|---------------------------|---|--|
| 16 months to 24 months | Plays with water and sand tables; explores by pouring, digging, and filling | Fine Motor | B. Functional Skill Use | 2. Rotates wrist to manipulate object |
| | | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Enjoys physical play, e.g., wrestling, tickling | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | Recognizes situations that need to be approached cautiously, e.g., walks slowly with a cup of water, or with food on a plate | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| Adjusts approach to environment, e.g., changes volume of voice to adjust to noise level in the environment | Social-Communication | D. Social Use of Language | 3.2 Varies voice to impart meaning and recognize social or environmental conditions | |
| 21 months to 36 months | Imitates familiar adults when coloring; draws lines and/or circles | Fine Motor | C. Mechanics of Writing | 1.1 Writes or draws using mixed strokes |
| | Adjusts approach to unknown objects, e.g., presses harder on a lump of clay | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Perceives and acts accordingly when holding a fragile object, both in the actual environment and in play, e.g., walks carefully when holding a pretend tea cup | Cognitive | D. Reasoning | 3.1 Evaluates common solutions to solve problems or reach goals |

Self-Care

Standard: Children demonstrate the desire and ability to participate in and practice self-care routines.

| | | | | |
|--------------------------------------|--|---------------------------|---|---|
| Birth to 9 months | Signals to indicate needs, e.g., cries when hungry, arches back when in pain or uncomfortable, turns head to disengage from object or person | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | Starts to develop self-soothing skills, e.g., sucks fingers for comfort and regulation | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.3 Responds appropriately to soothing by adult |
| | Attempts to feed self with a bottle | Adaptive | A. Eating and Drinking | 4.2 Drinks from container held by adult |
| 7 months to 18 months | Grasps and drinks from a cup | Adaptive | A. Eating and Drinking | 4. Drinks from open-mouth container |
| | Shakes head to demonstrate no; pushes objects away | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | Feeds self with foods that he or she can pick up | Adaptive | A. Eating and Drinking | 3.2 Eats with fingers |
| | Improves ability to calm self, may fall asleep on own | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| 16 months to 24 months | Feeds self with assistance | Adaptive | A. Eating and Drinking | 3.1 Brings food to mouth with eating utensil |
| | Starts to indicate needs with gestures or a word, e.g., tugs diaper when wet, says "milk" when thirsty | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Assists in undressing and dressing | Adaptive | C. Dressing and Undressing | 1. Undresses self by removing all clothing |
| | | Adaptive | C. Dressing and Undressing | 2.6 Puts on shoes |
| Attempts to brush teeth with support | Adaptive | B. Personal Care Routines | 3.1 Completes some steps to brush teeth, comb hair, and wipe nose | |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|---|---|
| 21 months to 36 months | Undresses independently but still needs assistance with dressing | Adaptive | C. Dressing and Undressing 1. Undresses self by removing all clothing |
| | Performs some self-care tasks regularly and mostly independently, e.g., brushes teeth, washes hands, places cup in sink | Adaptive | B. Personal Care Routines 3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose |
| | Makes choices pertaining to dressing and eating | Social-Communication | A. Early Social-Communication 4.2 Makes choices to express preferences |
| | Uses nonverbal and/or verbal communication to specify needs | Social-Communication | A. Early Social-Communication 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Begins to demonstrate an interest in using the bathroom, e.g., wants to sit on “potty” | Adaptive | B. Personal Care Routines 1.3 Indicates awareness of soiled and wet pants or diapers |
| | Attempts to put on shoes and socks without help | Adaptive | C. Dressing and Undressing 2.5 Puts on socks |
| Adaptive | | C. Dressing and Undressing 2.6 Puts on shoes | |

Language Development, Communication & Literacy

Social-Communication

Standard: Children demonstrate the ability to engage with and maintain communication with others.

| | | | | |
|-----------------------|---|----------------------|--------------------------------|---|
| Birth to 9 months | Uses sounds, cries, facial expressions, and body language to convey needs | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and stares at caregiver | Social-Communication | A. Early Social-Communication | 2.1 Coos and gurgles |
| | Smiles and uses other facial expressions to initiate interactions with caregiver | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | Participates in back-and-forth communication, e.g., babbles back and forth and/or plays peek-a-boo with caregiver | Social-Communication | A. Early Social-Communication | 3. Engages in vocal exchanges |
| 7 months to 18 months | Communicates and responds by grunting, nodding, and pointing | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Demonstrates understanding of a familiar sound or word, e.g., looks toward a caregiver after hearing name | Social-Communication | B. Communicative Understanding | 2.2 Responds to single-word directive |
| | Responds with "yes" or "no," using sounds, words, and/or gestures to answer simple questions | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Uses facial expressions, vocalizations, and gestures to initiate interactions with others | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | Participates in simple back-and-forth communication, using words and/or gestures | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|------------------------|--|----------------------|-------------------------------|---|
| 16 months to 24 months | Engages in short back-and-forth interactions with familiar others using verbal and nonverbal communication, e.g., says or signs “more” after each time a caregiver completes an action the child is enjoying | Social-Emotional | A. Interactions with Adults | 2. Maintains social interaction with familiar adult |
| | Initiates and engages in social interaction with simple words and actions | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | Connects gestures and/or sounds to comment about a familiar object, e.g., makes a crying sound after the caregiver hugs a baby doll and says, “Hush, baby” | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Pays attention to the person communicating for a brief period of time | Social-Communication | A. Early Social-Communication | 1. Turns and looks toward person speaking |
| 21 months to 36 months | Demonstrates an understanding of turn-taking in conversations, e.g., asks and answers simple questions | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| | Responds verbally to an adult’s questions or comments | Social-Communication | D. Social Use of Language | 3.3 Responds to topic initiations from others |
| | Begins to make formal requests or responses based on his or her context and culture | Social-Communication | D. Social Use of Language | 3.2 Varies voice to impart meaning and recognize social or environmental conditions |
| | Uses repetition to maintain the conversation and obtain responses from familiar others | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| | Communicates related ideas when in interactions with others | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| | Uses “w” questions to initiate and expand conversations, e.g., “who,” “what,” “why” | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |
| | Initiates and engages others using meaningful objects or ideas, e.g., points out his/her artwork or favorite toy to a caregiver to begin conversing | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |

Receptive Communication

Standard: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

| | | | | |
|-----------------------|--|----------------------|---|---|
| Birth to 9 months | Responds to sounds found in the environment, e.g., cries if hears a loud bang, will turn toward a familiar voice | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Calms down when crying after hearing a soothing and familiar voice or receiving physical reassurance, e.g., a hug or gentle pats on back | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.3 Responds appropriately to soothing by adult |
| | Looks or turns toward the familiar person who says his or her name | Social-Communication | B. Communicative Understanding | 2.1 Recognizes own and familiar names |
| | Responds to gestures, e.g., waves hello after a familiar person waves to him or her | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| 7 months to 18 months | Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing | Social-Communication | B. Communicative Understanding | 1. Follows gaze to establish joint attention |
| | Follows a one-step, simple request when a gesture is used | Social-Communication | B. Communicative Understanding | 3.3 Follows one-step direction with contextual cues |
| | Responds appropriately to familiar words, e.g., hears the words “so big,” and puts arms in air | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Understands approximately 100 words relevant to their experiences and cultural context | Social-Communication | B. Communicative Understanding | 4.1 Answers who, what, and where questions |

| | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|--|----------------------|--------------------------------|--|
| 16 months to 24 months | Recognizes and demonstrates understanding of familiar pictures, people, and objects, e.g., says “mama” while pointing to mother | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | Understands simple commands and questions and can follow two-step requests with the support of gestures and prompting | Social-Communication | B. Communicative Understanding | 3.1 Follows multistep directions with contextual cues |
| | Demonstrates understanding of familiar words or phrases by responding appropriately, e.g., sits in chair after hearing it is snack time | Social-Communication | D. Social Use of Language | 3.3 Responds to topic initiations from others |
| | Points to body parts when prompted | Social-Communication | B. Communicative Understanding | 4.1 Answers who, what, and where questions |
| | Responds to personal pronouns, e.g., me, her, him | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| 21 months to 36 months | Names most objects and people in a familiar environment | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Comprehends compound statements and can follow multi-step directions | Social-Communication | B. Communicative Understanding | 3. Follows multistep directions without contextual cues |
| | Demonstrates understanding of a story by reacting with sounds, facial expressions, and physical movement, e.g., laughing, widening eyes, or clapping | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |
| | Understands simple sentences or directions with prepositions, e.g., “Put cup in sink” | Social-Communication | B. Communicative Understanding | 3.1 Follows multistep directions with contextual cues |
| | Responds verbally and/or nonverbally to comments or questions while engaged in conversations with both peers and adults | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |

Expressive Communication

Standard: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

| | | | | |
|-----------------------|--|----------------------|-------------------------------|---|
| Birth to 9 months | Cries to signal hunger, pain, or distress | 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 |
| | Uses smiles and other facial expressions to initiate social contact | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | Coos and uses physical movements to engage familiar others | Social-Communication | A. Early Social-Communication | 2.1 Coos and gurgles |
| | Babbles and experiments with all types of sounds (two-lip sounds: "p," "b," "m") | Social-Communication | A. Early Social-Communication | 2. Produces speech sounds |
| | Combines different types of babbles | Social-Communication | A. Early Social-Communication | 2. Produces speech sounds |
| | Begins to point to objects in his/her environment | Fine Motor | B. Functional Skill Use | 1.1 Uses finger to point or touch |
| 7 months to 18 months | Babbles using the sounds of the home language | Social-Communication | A. Early Social-Communication | 2. Produces speech sounds |
| | Creates long, babbled sentences | Social-Communication | A. Early Social-Communication | 2. Produces speech sounds |
| | Uses nonverbal communication to express ideas, e.g., waves bye-bye, signs "more" when eating | Social-Communication | A. Early Social-Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Utters first words; these words are for familiar objects and people, e.g., "mama," "bottle" | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
| | Names a few familiar objects in his/her environment | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | Uses one word to convey a message, e.g., "milk" for "I want milk" | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |

| | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|----------------------|-----------------------------|--|
| 16 months to 24 months | Uses more words than gestures when speaking | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | Repeats overheard words | Cognitive | B. Imitation and Memory | 2. Imitates novel words |
| | Has a vocabulary of approximately 80 words | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | Begins to use telegraphic speech , consisting of phrases with words left out, e.g., “baby sleep” for “The baby is sleeping” | Social-Communication | C. Communicative Expression | 1.1 Uses two-word utterances |
| 21 months to 36 months | Speaks in three-word utterances, e.g., “I want ball” | Social-Communication | C. Communicative Expression | 1. Produces multiple word sentences to communicate |
| | Begins to use pronouns and prepositions, e.g., “He took my toy” and “on the table” | Social-Communication | C. Communicative Expression | 2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences |
| | Makes mistakes, which signal that he or she is working out complex grammar rules | Social-Communication | C. Communicative Expression | 3.1 Uses irregular past tense of common verbs |
| | Uses adjectives in speech, e.g., “blue car” | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Uses simple sentences, e.g., “I want the yellow cup” | Social-Communication | C. Communicative Expression | 1. Produces multiple word sentences to communicate |
| | Has a vocabulary of more than 300 words | Social-Communication | C. Communicative Expression | 1. Produces multiple word sentences to communicate |

Early Literacy

Standard: Children demonstrate interest in and comprehension of printed materials.

| | | | | |
|-----------------------|--|----------------------|---------------------------------------|--|
| Birth to 9 months | Shows awareness of printed materials, e.g., stares at a picture in a book | Social-Communication | B. Communicative Understanding | 1.2 Looks toward object |
| | Reaches out to grasp and mouth books | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Uses multiple senses to explore books, e.g., explores books with different textures | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Uses hands to manipulate printed materials, e.g., attempts to turn pages of a board book, grasps objects in hands | Fine Motor | B. Functional Skill Use | 2.1 Turns object using either hand |
| | Points or makes sounds while looking at picture books | Fine Motor | B. Functional Skill Use | 1.1 Uses finger to point or touch |
| | Focuses attention while looking at printed materials for brief periods of time | Social-Communication | B. Communicative Understanding | 1.2 Looks toward object |
| 7 months to 18 months | Points to pictures in a book and reacts, e.g., smiles when sees a picture of a dog | Social-Communication | D. Vocabulary and Story Comprehension | 1.2 Locates familiar objects, people, events, and actions in picture books |
| | Initiates literacy activities, e.g., gestures toward a book or attempts to turn pages of a paper book or magazine | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | Imitates gestures and sounds during activities, e.g., hand actions during singing, babbles as caregiver reads book | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Increases ability to focus for longer periods of time on printed materials | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | Grasps objects and attempts to scribble, e.g., makes a slight mark with a crayon on a piece of paper | Fine Motor | C. Mechanics of Writing | 1.4 Scribbles |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|--|----------------------|---|
| 16 months to 24 months | Turns the pages of a board book, one by one | Literacy | A. Awareness of Print Concepts 2.1 Turns pages of book from beginning toward end |
| | Points to familiar pictures and actions in books | Literacy | D. Vocabulary and Story Comprehension 1.2 Locates familiar objects, people, events, and actions in picture books |
| | Repeats familiar words in a book when being read to | Cognitive | B. Imitation and Memory 2.2 Imitates familiar vocalizations |
| | Begins to anticipate what may happen next in a familiar book, e.g., generates sounds and movements and/or uses words for pictures | Literacy | D. Vocabulary and Story Comprehension 2.1 Makes predictions about what will happen next in story |
| | Randomly scribbles | Fine Motor | C. Mechanics of Writing 1.4 Scribbles |
| | Identifies a favorite book and signals familiar others to read with him or her, e.g., brings the book over, or points and gestures | Social-Communication | A. Early Social-Communication 4.2 Makes choices to express preferences |
| 21 months to 36 months | Imitates adult role when engages with printed materials, e.g., pretends to read a book or newspaper to stuffed animals or dolls | Social-Emotional | C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play |
| | Participates in early literacy activities independently, e.g., sits in a reading nook and browses through the pages | Social-Emotional | D. Independent and Group Participation 3.3 Entertains self by playing with toys |
| | Recites parts of a book from memory | Literacy | D. Vocabulary and Story Comprehension 2. Retells simple story |
| | Scribbles in a more orderly fashion and begins to name what he or she has drawn | Literacy | E. Writing 1.3 Verbally labels nonrepresentational drawings |
| | Expresses what happens next when reading a familiar book with a caregiver, e.g., uses gestures, words, and/or sounds | Literacy | D. Vocabulary and Story Comprehension 2.1 Makes predictions about what will happen next in story |

Cognitive Development

Concept Development

Standard: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

| | | | | |
|-----------------------|--|----------------------|--------------------------------|--|
| Birth to 9 months | Turns head toward sounds | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Begins to focus on objects, sounds, and people | Social-Communication | B. Communicative Understanding | 1.2 Looks toward object |
| | Actively explores the environment through the five senses | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Attempts to repeat an action, e.g., pats the table and tries to pat it again | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Focuses and begins to distinguish between familiar and unfamiliar objects, sounds, and people | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| 7 months to 18 months | Develops object permanence, aware that an object still exists even when it is not physically visible, e.g., pulls the blanket off the pacifier, cries when caregiver leaves the room | Cognitive | C. Conceptual Knowledge | 1.2 Locates hidden object |
| | Uses physical actions while exploring objects, e.g., rolls a ball back and forth on the floor, purposefully throws object repeatedly onto floor to be picked up | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Identifies and indicates objects and people in pictures, e.g., points | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | Focuses attention on objects, people, and sounds for increasing amounts of time | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|------------------------|--|----------------------|----------------------------|--|
| 16 months to 24 months | Pretends to use objects in their intended manner, e.g., holds a play phone to ear and engages in a conversation by babbling | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Begins to identify and name objects and people | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Uses an object to represent another during play, e.g., uses block as a phone | Cognitive | C. Conceptual Knowledge | 2.2 Uses imaginary props in play |
| | Begins to identify characteristics of the object, e.g., "red ball" | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | With assistance, groups a few objects by similar characteristics, e.g., color, shape, or size | Cognitive | C. Conceptual Knowledge | 3.2 Classifies according to physical attribute |
| 21 months to 36 months | Identifies characteristics of objects and people when named, e.g., colors | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| | Begins to arrange objects in a line, e.g., lines up toy cars, one after the other | Fine Motor | B. Functional Skill Use | 3.2 Aligns objects |
| | Uses symbolic representation during play, e.g., grabs a hair brush and uses it as a telephone | Cognitive | C. Conceptual Knowledge | 2.1 Uses object to represent another object |
| | Purposefully arranges similar objects, e.g., divides plastic blocks into a red group, a blue group, and a yellow group | Cognitive | C. Conceptual Knowledge | 3.2 Classifies according to physical attribute |
| | Identifies categories, e.g., able to point out all the animals within a picture even with different types of objects represented | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |

Memory

Standard: Children demonstrate the ability to acquire, store, recall, and apply past experiences

| | | | | |
|------------------------|--|----------------------|-------------------------------|---|
| Birth to 9 months | Turns toward familiar voices, sounds, and/or objects | Social-Communication | A. Early Social-Communication | 1. Turns and looks toward person speaking |
| | Anticipates familiar events, e.g., reaches for bottle and brings to mouth | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| | Finds an object that it is partially hidden | Cognitive | C. Conceptual Knowledge | 1.2 Locates hidden object |
| | Remembers that objects and people still exist even when they are no longer physically present, e.g., looks around for parent when parent leaves the room | Cognitive | C. Conceptual Knowledge | 1.2 Locates hidden object |
| 7 months to 18 months | Finds hidden objects, e.g., lifts a blanket to uncover a toy after seeing the caregiver hide it | Cognitive | C. Conceptual Knowledge | 1.2 Locates hidden object |
| | Shows awareness of non-present, familiar adults, e.g., while in childcare, asks for mom and dad throughout the day | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
| | Searches for objects in their usual location, e.g., finds their favorite book on the bookshelf | Cognitive | C. Conceptual Knowledge | 1. Maintains search for object not in its usual location |
| | Anticipates what event comes next in his or her daily routine, e.g., sits down for a morning snack after a music activity | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |
| 16 months to 24 months | Remembers several steps in familiar routines and carries out these routines with little or no prompting | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Recalls an event in the past, e.g., a special visitor, or a friend's birthday party | Cognitive | B. Imitation and Memory | 3.2 Relates recent events with contextual cues |
| | Searches for objects in different places | Cognitive | C. Conceptual Knowledge | 1.1 Locates object in second of two hiding places |

| 21 months to 36 months | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|--|------------------|-----------------------------|--|
| | Shares with adult what happened in school that day. | Cognitive | B. Imitation and Memory | 3.2 Relates recent events with contextual cues |
| | Carries out routines independently without being reminded what comes next in the daily routine. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Uses play to communicate about previous events or experiences, including the sequence of events that took place, e.g., a friend's birthday party | Cognitive | B. Imitation and Memory | 3. Relates past events |
| | Translates past knowledge to new experiences, e.g., recalls a trip to the dentist, and narrates and acts out each step of the experience on a peer during play | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or story line in imaginary play |

Spatial Relationships

Standard: Children demonstrate an awareness of how objects and people move and fit in space.

| | | | | |
|------------------------|---|----------------------|--------------------------------|---|
| Birth to 9 months | Observes objects and people in the immediate environment, e.g., looks at own hands and feet, tracks caregiver with eyes, turns head toward sounds | Social-Communication | B. Communicative Understanding | 1.2 Looks toward object |
| | Reaches and grasps for objects | Fine Motor | A. Reach, Grasp, and Release | 2. Grasps pea-size object |
| | Explores through the use of different senses, e.g., begins to mouth and/or pat objects | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Focuses attention on an object in motion and follows it, e.g., watches a toy roll away after it falls | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| 7 months to 18 months | Puts objects in a bucket and then dumps them out; repeats this action | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Begins to identify physical obstacles and possible solutions when moving around, e.g., crawls around a chair instead of under it | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Drops objects such as toys and watches them move | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Discriminates between small and large objects, e.g., uses one hand or two hands in a variety of ways | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| 16 months to 24 months | Understands words that characterize size, e.g., big, small | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| | Uses simple trial and error to complete simple puzzles, e.g., matches piece, orients and attempts to turn to make a puzzle piece fit | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Recognizes the proper direction of objects, e.g., will turn over an upside-down cup | Fine Motor | B. Functional Skill Use | 2.1 Turns object using either hand |
| | Begins to understand simple prepositions, e.g., under, in, behind | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |

| 21 months to 36 months | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|----------------------|------------------------------|--|
| | Uses words and gestures to describe size of objects | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Recognizes where his or her body is in relation to objects, e.g., squeezing in behind a chair | Gross Motor | B. Movement and Coordination | 3. Walks avoiding people, furniture, or objects |
| | Completes simple puzzles with less trial and error, e.g., can match a puzzle piece to its correct slot by identifying the size and shape by simply looking at it. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Actively uses body to change where he or she is in relation to objects, e.g., climbs to sit on the couch | Gross Motor | B. Movement and Coordination | 3. Walks avoiding people, furniture, or objects |

Symbolic Thought

Standard: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

| | | | | |
|-----------------------|---|----------------------|--------------------------------|--|
| Birth to 9 months | Uses senses to explore objects, e.g., observes, mouths, touches | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Interacts with caregiver(s) and the environment | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Physically manipulates objects, e.g., twists and turns toys, drops items | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Combines objects in play | Cognitive | C. Conceptual Knowledge | 2.1 Uses object to represent another object |
| | Locates an object that has been partially hidden | Cognitive | C. Conceptual Knowledge | 1.2 Locates hidden object |
| 7 months to 18 months | Demonstrates object permanence, e.g., realizes objects and people still exist, even when they are not physically visible | Cognitive | C. Conceptual Knowledge | 1. Maintains search for object not in its usual location |
| | Imitates adult's actions, e.g., bangs a drum with a rattle, after observing an adult complete the action | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | Engages in simple pretend play, e.g., pretends to drink tea from a pretend tea cup, pretends to feed baby doll with toy bottle, uses a toy block as a phone, pretends to talk to mama | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Recognizes familiar people and/or objects in photographs | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|----------------------|---|
| 16 months to 24 months | Pretends one object is really another by using substitution, e.g., a napkin for a baby's diaper | Cognitive | C. Conceptual Knowledge 2.1 Uses object to represent another object |
| | Finds objects after they are hidden in close proximity | Cognitive | C. Conceptual Knowledge 1.2 Locates hidden object |
| | Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller | Social-Emotional | C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play |
| | Identifies or names his or her drawings, e.g., points to scribble and says, "mama and dada" | Literacy | E. Writing 1.3 Verbally labels nonrepresentational drawings |
| | Communicates labels to familiar objects and/or people, e.g., says "dog" when seeing four-legged animals | Social-Communication | C. Communicative Expression 1.2 Uses 50 single words, signs, or symbols |
| 21 months to 36 months | Assigns roles to peers while engaged in imaginary play | Social-Emotional | C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play |
| | Builds in sequencing while engaged in play, e.g., beginning, middle, and end | Social-Emotional | C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play |
| | Communicates descriptors of people or objects that are not present, e.g., says "My mommy has blue eyes" | Social-Communication | D. Social Use of Language 2.2 Describes objects, people, and events as part of social exchange |
| | Projects feelings and words onto stuffed animals, e.g., "The horse is sad" | Social-Communication | D. Social Use of Language 2.2 Describes objects, people, and events as part of social exchange |
| | Takes on different adult roles during play and uses appropriate mannerisms, e.g., pretends to be the teacher and speaks in a more adult-like voice, while pretending to read a book to students | Social-Emotional | C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play |

Creative Expression

Standard: Children demonstrate the ability to convey ideas and emotions through creative expression.

| | | | | |
|-----------------------|--|------------------|------------------------------|--|
| Birth to 9 months | Actively explores sensory objects in the environment | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Participates in interactions with caregiver(s), e.g., observes, smiles, coos | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | Demonstrates interest in sounds, songs, music, and colors | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Listens and moves to music | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Manipulates objects, e.g., turns, shakes, bangs | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| 7 months to 18 months | Enjoys familiar songs and word rhymes | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Begins to use symbolic play while interacting, e.g., holds a play phone to ear and has a "conversation" with grandma | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Begins to stack large blocks with or without support | Fine Motor | A. Reach, Grasp, and Release | 3. Stacks objects |
| | Participates in music activities by performing some accompanying hand movements | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Engages in art activities such as coloring or finger painting | Fine Motor | C. Mechanics of Writing | 1.1 Writes or draws using mixed strokes |

| | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|----------------------|---|---|
| 16 months to 24 months | Imitates basic movements during an activity, e.g., places beanbag on head | Cognitive | B. Imitation and Memory | 1. Imitates novel coordinated motor actions |
| | Engages in more intricate pretend play, e.g., uses a toy banana as a phone | Cognitive | C. Conceptual Knowledge | 2.1 Uses object to represent another object |
| | Enjoys using instruments while listening to music | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | Builds by using different objects and materials, e.g., lines up cars, stacks small boxes | Fine Motor | A. Reach, Grasp, and Release | 3. Stacks objects |
| | Enjoys breaking down what he or she has built, e.g., knocking over a stack of blocks with his or her arm | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Creates artwork; focuses and enjoys the process rather than the final product | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small-group activities |
| 21 months to 36 months | Selects movements that reflect mood, e.g., jumps up and down when excited | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| | Identifies and discusses characters that are meaningful to him and her | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| | Builds increasingly complex structures and expands upon them, e.g., uses smaller blocks to build taller towers, lines up materials and adds other components to create a "road" leading up to the tower | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Uses imaginary play to cope with fears, e.g., puts monster in a closet | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | Plays dress-up and invites caregiver(s) to play along | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |

Logic & Reasoning

Standard: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

| | | | | |
|-----------------------|---|------------------|-----------------------------|---|
| Birth to 9 months | Uses nonverbal and verbal communication to generate responses from caregiver(s), e.g., coos, reaches, laughs | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | Repeats similar actions on different objects, e.g., shakes stuffed animal in the same manner as a rattle to hear noise | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Looks for and finds an object that has fallen | Cognitive | C. Conceptual Knowledge | 1. Maintains search for object not in its usual location |
| 7 months to 18 months | Uses objects as they are intended, e.g., pretends to drink milk out of a toy bottle | Cognitive | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Attempts different ways to move an object to see what happens, e.g., rolls a ball gently at first and then hard to see how fast and far it will move | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Uses different actions for an intended result, e.g., builds tower with blocks and then knocks it down with his or her hand, repeats the activity and uses his/her head to make the tower tumble | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Imitates adult's body language and simple actions, e.g., puts hands on hips or pretends to brush crumbs off table | Cognitive | B. Imitation and Memory | 1. Imitates novel coordinated motor actions |

| | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|------------------|---------------------------------------|---|
| 16 months to 24 months | Repeats actions over and over to cause desired effect, e.g., dumps out a bucket and refills it with objects | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Starts to predict the consequence of simple and familiar actions, e.g., knows that flipping the light switch will either turn on or turn off the light | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Understands functionality of objects, e.g., mop is used to clean the floor | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Begins to understand certain behaviors are related to certain contexts, e.g., behaves differently at childcare than at home | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| 21 months to 36 months | Recognizes actions and objects and can generalize meaning, e.g., sees someone opening an umbrella and can attribute that to the fact that it may be raining | Cognitive | D. Reasoning | 4.1 Draws conclusions about causes of events based on personal experience |
| | Makes a prediction of what will happen next in a sequence of events | Literacy | D. Vocabulary and Story Comprehension | 2.1 Makes predictions about what will happen next in story |
| | Applies past experiences to new situations | Cognitive | D. Reasoning | 4.1 Draws conclusions about causes of events based on personal experience |
| | Expresses cause and effect in certain situations, e.g., "I fell down and now I have a boo-boo." | Cognitive | D. Reasoning | 4.1 Draws conclusions about causes of events based on personal experience |

Quantity & Numbers

Standard: Children demonstrate awareness of quantity, counting, and numeric competencies.

| | | | | |
|-----------------------|---|----------------------|-------------------------------|---|
| Birth to 9 months | Uses sounds and body language to signal for more, e.g., begins to cry when finishing a bottle of milk and is still hungry | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | Explores objects one at a time, e.g., mouths one toy and drops it to grab hold of another, or drops toys in a container | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Expresses desire for more through facial cues, sounds, gestures, and actions, e.g., bangs, opens mouth, points, reaches | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | Holds on to more than one object at a time, e.g., grasps a rattle in one hand, and reaches for block | Cognitive | D. Reasoning | 1.2 Retains one object when second object is obtained |
| 7 months to 18 months | Understands the concept of “more” in regard to food and play; signs or says, “more” | Social-Communication | A. Early Social-Communication | 4.1 Makes requests of others |
| | Imitates counting, e.g., climbs stairs and mimics “one, two” | Math | A. Counting | 1.2 Recites numbers 1–3 |
| | Uses nonverbal and verbal communication to express more complex concepts, e.g., “some,” “again,” “all done” | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
| | Begins to understand descriptive words and apply attributes to people, e.g., points to himself when asked, “Who’s a big boy?” | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Begins to use number words to label quantities, even though incorrect | Math | A. Counting | 1.1 Counts 3 items to determine “How many?” |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|------------------------|--|---------------|---------------------------|---|
| 16 months to 24 months | Communicates amount of familiar objects, e.g., sees two apples and says, “two” | Math | A. Counting | 1. Counts out 3 items |
| | Uses nonverbal gestures to demonstrate understanding of quantities, e.g., holds up two fingers to express two of something | Math | A. Counting | 1.1 Counts 3 items to determine “How many?” |
| | Begins to use “one,” “two,” and “three” to identify very small quantities without counting them | Math | A. Counting | 1.2 Recites numbers 1–3 |
| | Begins to use descriptive words for people in a more complex fashion, e.g., “he big,” “she baby” | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| 21 months to 36 months | Understands progressive number order, e.g., recites the number series to ten | Math | A. Counting | 2.2 Recites numbers 1–10 |
| | Begins to count objects; may count objects twice and/or skip numbers | Math | A. Counting | 1. Counts out 3 items |
| | Begins to identify quantity comparison, e.g., “Which group has more blocks?” | Math | B. Quantitative Relations | 1.3 Uses quantity comparison words |
| | Assigns meaning to numbers; understands the concept of a small number or big number, e.g., communicates “wow” when a caregiver shares that he or she is 35 years old | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | Uses descriptive words when communicating about others, e.g., “She ran fast,” “He is short,” “Look how far away I am” | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |

Science Concepts & Exploration

Standard: Children demonstrate a basic awareness of and use scientific concepts.

| | | | | |
|------------------------|---|------------------|-----------------------------|--|
| Birth to 9 months | Observes people and objects in his or her environment | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Engages in social interactions with familiar adults | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | Actively explores new objects found in the environment, e.g., mouths, pats, grasps | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Uses all of his or her senses to explore and discover new things, e.g., reaches out to touch rain or snow | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| 7 months to 18 months | Actively explores objects and experiences their properties through the different senses, e.g., color, texture, weight, taste | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Repeats actions that attracts his or her attention, e.g., drops object onto floor to hear the sound it makes | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Experiments with different textures found in the outside environment, e.g., runs fingers through dirt, crumbles dry leaves | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| 16 months to 24 months | Shows interest in own body; may know names for certain body parts | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Begins simple categorizing, e.g., cats and dogs are animals | Cognitive | C. Conceptual Knowledge | 3.2 Classifies according to physical attribute |
| | Asks simple questions about nature | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Attempts new tasks during familiar activities, e.g., plays at the water table, and instead of using hands, tries to use head to make the water move | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Uses motion and sound to represent an observation, e.g., "snake, ssssss!" | Cognitive | E. Scientific Discovery | 2.3 Makes observations |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|---------------|--|
| 21 months to 36 months | Begins to identify characteristics of animals, e.g., "The dog barks" | Cognitive | C. Conceptual Knowledge 3.3 Discriminates between objects or people using common attributes |
| | Identifies various attributes of objects, food, and materials, e.g., color, shapes, size | Cognitive | C. Conceptual Knowledge 4.2 Identifies concrete concepts |
| | Draws on past experience to describe and communicate about observations and experiences, e.g., knows what happens when one blows on a candle, discusses what happens to snow when the temperature is warmer | Cognitive | D. Reasoning 4.1 Draws conclusions about causes of events based on personal experience |
| | Engages in processes to reach an outcome, e.g., mixes three different colors of paint to see what color emerges | Cognitive | D. Reasoning 2. Coordinates actions with objects to achieve new outcomes |

Safety & Well-Being

Standard: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

| | | | | |
|-----------------------|---|----------------------|---|--|
| Birth to 9 months | Signals needs through reflexes and sounds, e.g., demonstrates rooting reflex when hungry, cries when uncomfortable | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | Actively observes and explores environment | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Demonstrates interest in own body, e.g., stares at hands, mouths feet, pokes at belly button | Social-Communication | B. Communicative Understanding | 1.2 Looks toward object |
| | Uses physical movements to explore environment, e.g., reaching, sitting, rolling | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Demonstrates trust in caregiver(s), e.g., reaches for adult, comforted when soothed, looks for caregiver in novel situations | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| 7 months to 18 months | Uses social referencing to assess uncertain situations, e.g., looks at a caregiver for social cues as to whether or not to proceed | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Actively climbs to reach for wanted objects during play | Gross Motor | B. Movement and Coordination | 1. Creeps forward using alternating arm and leg movements |
| | Responds to cues from caregiver in uncertain and unsafe situations | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| | Hesitates and demonstrates caution in new and/or changing situations, e.g., stops crawling when reaches the edge of an uneven surface | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| | Responds to warnings and changes in tone of voice; needs assistance and redirection to stop unsafe behavior, e.g., looks up after hearing a stern “no” but does not necessarily stop the behavior or action | Adaptive | D. Personal Safety | 3.1 Responds appropriately to warnings of dangerous conditions or substances |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|--|----------------------|--|
| 16 months to 24 months | Understands when “no” and “stop” is communicated through either words or gestures | Social-Communication | B. Communicative Understanding 2.2 Responds to single-word directive |
| | Responds to warnings and begins to change behavior accordingly, e.g., moves away from the outlet after caregiver communicates “no” | Social-Emotional | E. Meeting Social Expectations 2.2 Adjusts behavior based on feedback from others or environment |
| | Seeks comfort when fearful | Social-Emotional | B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Imitates adults’ actions during play, e.g., tells baby doll “no touch” when walking by the pretend stove | Cognitive | B. Imitation and Memory 2.2 Imitates familiar vocalizations |
| | | Cognitive | B. Imitation and Memory 1.2 Imitates familiar simple motor action |
| 21 months to 36 months | Pays attention to safety rules but still needs supervision to keep self safe | Social-Emotional | E. Meeting Social Expectations 3.2 Follows established social rules in familiar environments |
| | Communicates to an adult if something is wrong, e.g., a peer is hurt or missing | Adaptive | D. Personal Safety 1. Takes independent action to alleviate distress, discomfort, and pain |
| | Remembers and begins to apply past experiences to future situations, e.g., walks carefully and slowly when there is snow on the ground | Social-Emotional | E. Meeting Social Expectations 2.2 Adjusts behavior based on feedback from others or environment |
| | Reminds younger peers of rules, e.g., holds hands with a younger peer while walking outside | Social-Emotional | C. Interactions with Peers 1.1 Initiates social behavior toward peer |

Approaches to Learning

Curiosity & Initiative

Standard: Children demonstrate interest and eagerness in learning about their world

| | | | | |
|-----------------------|---|----------------------|--------------------------------|--|
| Birth to 9 months | Observes the environment and people; tracks a toy as it moves from one point to another | Social-Communication | B. Communicative Understanding | 1.2 Looks toward object |
| | Shows interest in him- or herself, e.g., gazes at hands, places feet in mouth | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Actively explores new objects found in the environment, e.g., touches, pats, and mouths | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Attempts to initiate interaction with others, e.g., smiles, reaches for a caregiver | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | Participates in joint attention with caregiver(s), e.g., focuses on the same object | Social-Communication | B. Communicative Understanding | 1. Follows gaze to establish joint attention |
| 7 months to 18 months | Demonstrates an interest in new objects by manipulating and turning the object | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Uses familiar objects in new ways, e.g., places a toy basket on head | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Moves toward a new activity by crawling or walking | Gross Motor | B. Movement and Coordination | 3. Walks avoiding people, furniture, or objects |
| | Begins to demonstrate preferences for objects and/or materials, e.g., selects a book to read when given options | Social-Communication | A. Early Social-Communication | 4.2 Makes choices to express preferences |
| | Engages familiar adults in meaningful interactions, e.g., points to favorite toy, brings a book over to be read | Social-Emotional | A. Interactions with Adults | 2. Maintains social interaction with familiar adult |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|------------------------|---|----------------------|---|--|
| 16 months to 24 months | Demonstrates an interest in new activities and a willingness to try out new experiences | Social-Emotional | D. Independent and Group Participation | 3.2 Responds to request to begin activity |
| | Engages in active exploration in new environments, e.g., walks over to a toy shelf in an unfamiliar home or classroom | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Initiates play with others, e.g., a grandparent, sibling, or teacher | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | Experiments with different ways to use materials and objects | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| 21 months to 36 months | Observes other children in play | Social-Emotional | C. Interactions with Peers | 1.3 Plays near one or two peers |
| | Enjoys accomplishing simple goals, e.g., completing a puzzle, blowing a bubble | Social-Emotional | B. Social-Emotional Expression and Regulation | 3.2 Shares accomplishment with familiar caregiver |
| | Asks questions while interacting with others, e.g., "why," "what," "how" | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| | Participates in a broader array of experiences, e.g., outdoor jungle gyms, art projects | Social-Emotional | D. Independent and Group Participation | 2.3 Remains with group during large-group activities |
| | | Gross Motor | C. Active Play | 2.2 Climbs play equipment |
| | | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |

Problem Solving

Standard: Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.

| | | | | |
|-----------------------|---|----------------------|-------------------------------|--|
| Birth to 9 months | Focuses on getting a caregiver's attention through the use of sounds, cries, gestures, and facial expressions | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | Enjoys repeating actions, e.g., continues to drop toy from highchair after it is picked up by a caregiver or sibling | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Communicates the need for assistance through verbal and/or nonverbal cues, e.g., pointing, reaching, vocalizing | Social-Communication | A. Early Social-Communication | 4.1 Makes requests of others |
| 7 months to 18 months | Repeats actions over and over again to figure out how an object works | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Begins to recognize that certain actions will draw out certain responses, e.g., laughing and smiling will often result in an adult responding in the same manner | Social-Emotional | A. Interactions with Adults | 2.3 Responds to familiar game or action |
| | Attempts a variety of physical strategies to reach simple goals, e.g., pulls the string of a toy train to move it closer or crawls to get a ball that has rolled away | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|----------------------|--|
| 16 months to 24 months | Imitates a caregiver's behavior to accomplish a task, e.g., attempts to turn a doorknob | Cognitive | B. Imitation and Memory 1.1 Imitates novel simple motor action not already in repertoire |
| | Increases ability to recognize and solve problems through active exploration, play, and trial and error, e.g., tries inserting a shape at different angles to make it fit in a sorter | Cognitive | D. Reasoning 2. Coordinates actions with objects to achieve new outcomes |
| | Uses objects in the environment to solve problems, e.g., uses a pail to move numerous books to the other side of the room | Cognitive | D. Reasoning 2. Coordinates actions with objects to achieve new outcomes |
| | Uses communication to solve problems, e.g., runs out of glue during an art project and gestures to a caregiver for more | Social-Communication | A. Early Social-Communication 4.1 Makes requests of others |
| 21 months to 36 months | Asks for help from a caregiver when needed | Social-Communication | A. Early Social-Communication 4.1 Makes requests of others |
| | Begins to solve problems with less trial and error | Cognitive | D. Reasoning 3.1 Evaluates common solutions to solve problems or reach goals |
| | Refuses assistance, e.g., calls for help but then pushes a hand away | Social-Communication | A. Early Social-Communication 4.4 Expresses negation or protests |
| | Shows pride when accomplishing a task | Social-Emotional | B. Social-Emotional Expression and Regulation 3.2 Shares accomplishment with familiar caregiver |
| | Uses increasingly refined skills while solving problems, e.g., uses own napkin to clean up a spill without asking an adult for help | Social-Emotional | D. Reasoning 3.1 Evaluates common solutions to solve problems or reach goals |

Confidence & Risk-Taking

Standard: Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.

| | | | | |
|------------------------|---|----------------------|---|---|
| Birth to 9 months | Cries and/or uses body language to signal and get needs met, e.g., averts gaze, arches back | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| | Explores new objects with eagerness, e.g., squeals and/or squeezes a toy | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Uses different approaches for accomplishing a simple task, e.g., reaching, kicking, vocalizing | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Attempts new skills on his or her own while “checking in” with a familiar adult, e.g., a new crawler begins to move, then turns toward the caregiver for reassurance before crawling away | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| 7 months to 18 months | Begins to take great risks with little regard for danger, e.g., lunging off a couch to reach for an object | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Becomes more intentional and confident when | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, |
| | Uses trial and error to solve a problem, e.g., tries different angles when attempting to place a shape in a shape sorter | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| 16 months to 24 months | Plays and explores farther away from attachment figure; continues to “check in” for reassurance, e.g., plays across the room and glances toward caregiver, then re-engages in playing | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.3 Responds appropriately to soothing by adult |
| | Seeks out assistance and reassurance from familiar others | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Demonstrates confidence in abilities and achievements, e.g., cheers or claps when accomplishing a goal such as completing a simple puzzle | Social-Emotional | B. Social-Emotional Expression and Regulation | 3.2 Shares accomplishment with familiar caregiver |
| | Joins in a new activity after cautiously observing at first | Social-Emotional | D. Independent and Group Participation | 1.3 Remains with group during small-group activities |

| 21 months to 36 months | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|--|--------------------|--|---|
| | Attempts to independently resolve social conflicts without automatically running to the caregiver, e.g., tries to retrieve an object that was taken away by a peer | Social-Emotional | D. Independent and Group Participation | 4.2 Claims and defends possessions |
| | Demonstrates eagerness and determination when problem-solving during new tasks, e.g., the child who pushes the caregiver’s hand away and refuses help until he or she is ready to ask for it | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |

Persistence, Effort, & Attentiveness

Standard: Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.

| | | | | |
|------------------------|--|-------------------------------|---|---|
| Birth to 9 months | Establishes and sustains eye contact with caregiver(s) | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Focuses attention on sounds, people, and objects | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Repeats interesting actions over and over | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Indicates preferences by using nonverbal cues, e.g., turning head, kicking feet | Social-Communication | A. Early Social-Communication | 4.4 Expresses negation or protests |
| Social-Communication | | A. Early Social-Communication | 4.3 Expresses desire to continue activity | |
| 7 months to 18 months | Participates in back-and-forth interactions, e.g., plays peek-a-boo with an adult | Social-Emotional | A. Interactions with Adults | 2.3 Responds to familiar game or action |
| | Repeats activities over and over, e.g., successfully inserts all the shape sorter's pieces, dumps them out, and starts again | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Begins to attempt assisting in self-help activities, e.g., feeding, grooming | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |
| | Demonstrates preferences, e.g., gestures to the bean bag and says "no" when presented with something else | Social-Communication | A. Early Social-Communication | 4.2 Makes choices to express preferences |
| 16 months to 24 months | Focuses for longer periods of time on activities | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | Engages for longer periods of time when trying to work through tasks, e.g., fits puzzle pieces together | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| | Repeats experiences he or she enjoys, e.g., says "more" after reading his or her favorite book | Social-Communication | A. Early Social-Communication | 4.3 Expresses desire to continue activity |
| | Demonstrates preferences for activities, e.g., reads with a caregiver, plays at the sand table, prefers to sit by certain caregivers | Social-Communication | A. Early Social-Communication | 4.2 Makes choices to express preferences |

| 21 months to 36 months | IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|----------------------|--|---|
| | Makes choices based on preferences, and at times, in opposition to adult choices, e.g., “No milk, want juice” | Social-Communication | A. Early Social-Communication | 4.2 Makes choices to express preferences |
| | Attempts to try a difficult task for an increasing amount of time | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| | Practices an activity many times in order to master it, even if setbacks occur | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Shows interest in completing routine tasks independently, e.g., zips up coat, puts on shoes | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |

Creativity, Inventiveness, & Imagination

Standard: Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.

| | | | | |
|-----------------------|--|-------------------------|-------------------------------------|--|
| Birth to 9 months | Observes materials, objects, and people with curiosity | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Actively explores new objects found in the environment by touching, patting, and mouthing | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Reaches for objects in close proximity | Fine Motor | A. Reach, Grasp, and Release | 1.2 Makes directed movements with arms |
| | Imitates sounds, movements, and facial expressions, e.g., moves body up and down after caregiver initially moves in that manner | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| Cognitive | | B. Imitation and Memory | 2.2 Imitates familiar vocalizations | |
| 7 months to 18 months | Imitates a peer's actions, e.g., bangs on table with cup | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | Uses objects as they're intended to be used, e.g., rolls a toy car | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Spends increasing amounts of time exploring and learning about objects, e.g., will attend to a new toy for longer periods of time in order to make sense of it | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Begins to use objects in new and unexpected ways, e.g., places a basket on head | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Imitates actions of other people in a playful manner, e.g., wags finger at baby doll and says, "no, no, no" | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------|---|------------------|--|
| 16 months to 24 months | Pretends one object is really another by using substitution, e.g., using a toy car to brush hair | Cognitive | C. Conceptual Knowledge 2.1 Uses object to represent another object |
| | Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller | Social-Emotional | C. Interactions with Peers 2.2 Uses imaginary props in play |
| | Engages familiar adults in pretend play, e.g., hands the adult a play cup and pretends to pour "tea" into it | Social-Emotional | C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play |
| | Communicates in creative ways, e.g., plays with words by rhyming, chanting, or making up songs; uses movement and dance | Literacy | B. Phonological Awareness 1.2 Participates in repetitive verbal play |
| 21 months to 36 months | Expands use of objects and toys in new and unexpected ways; makes a road out of a few blocks; or substitutes an object for another to solve a problem | Cognitive | C. Conceptual Knowledge 2.1 Uses object to represent another object |
| | Takes on familiar roles during play, e.g., cooks in the pretend kitchen | Social-Emotional | C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play |
| | Expresses inventive ideas to peers while playing; becomes directive, e.g., "You will be the police officer and you have to wear this." | Social-Emotional | C. Interactions with Peers 2. Plans and acts out recognizable event, theme, or story line in imaginary play |
| | Creates an art project and creates a simple story to accompany the artwork | Literacy | E. Writing 1.3 Verbally labels nonrepresentational drawings |

Preschool

Language Arts

Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).

Learning Standard 1A: Demonstrate understanding through age-appropriate responses.

| | | | |
|---|----------------------|---|---|
| 1.A.ECa Follow simple one-, two- and three-step directions. | Social-Communication | B. Communicative Understanding | 3.1 Follows multistep directions with contextual cues |
| 1.A.ECb Respond appropriately to questions from others. | Social-Communication | B. Communicative Understanding | 4.1 Answers who, what, and where questions |
| Signals for needs, e.g., cries when hungry, arches back in discomfort | Adaptive | D. Personal Safety | 1. Takes independent action to alleviate distress, discomfort, and pain |
| 1.A.ECc Provide comments relevant to the context. | Social-Communication | D. Social Use of Language | 3.3 Responds to topic initiations from others |
| 1.A.ECd Identify emotions from facial expressions and body language.to assist in sleeping | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |

Learning Standard 1B: Communicate effectively using language appropriate to the situation and audience.

| | | | |
|---|----------------------|---------------------------|---|
| 1.B.ECa Use language for a variety of purposes | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| 1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| 1.B.ECc Continue a conversation through two or more exchanges. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| 1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking). | Social-Communication | D. Social Use of Language | 3. Uses conversational rules when communicating with others |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|----------------------|-----------------------------|--|
| Learning Standard 1C: Use language to convey information and ideas. | | | |
| 1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| Learning Standard 1D: Speak using conventions of Standard English. | | | |
| 1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations. | Social-Communication | C. Communicative Expression | 1. Produces multiple word sentences to communicate |
| 1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage. | Social-Communication | C. Communicative Expression | All |
| 1.D.ECc Understand and use question words in speaking. | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| Learning Standard 1E: Use increasingly complex phrases, sentences, and vocabulary. | | | |
| 1.E.ECa With teacher assistance, begin to use increasingly complex sentences. | Social-Communication | C. Communicative Expression | 1. Produces multiple word sentences to communicate |
| 1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books. | Cognitive | B. Imitation and Memory | 2. Imitates novel words |
| 1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences. | Cognitive | B. Imitation and Memory | 2. Imitates novel words |
| 1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles). | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| 1.E.ECe With teacher assistance, use adjectives to describe people, places, and things. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |

Goal 2: Demonstrate understanding and enjoyment of literature.

Learning Standard 2A: Demonstrate interest in stories and books.

| | | | |
|--|----------|--------------------------------|---|
| 2.A.ECa Engage in book-sharing experiences with purpose and understanding. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| 2.A.ECb Look at books independently, pretending to read. | Literacy | A. Awareness of Print Concepts | 2.1 Turns pages of book from beginning toward end |

Learning Standard 2B: Recognize key ideas and details in stories.

| | | | |
|---|----------|---------------------------------------|--|
| 2.B.ECa With teacher assistance, ask and answer questions about books read aloud. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| 2.B.ECb With teacher assistance, retell familiar stories with three or more key events. | Literacy | D. Vocabulary and Story Comprehension | 2. Retells simple story |
| 2.B.ECc With teacher assistance, identify main character(s) of the story. | Literacy | D. Vocabulary and Story Comprehension | 3. Demonstrates understanding of abstract story vocabulary |

Learning Standard 2C: Recognize concepts of books.

| | | | |
|---|----------|---------------------------------------|---|
| 2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs). | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |
| 2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills. | Literacy | A. Awareness of Print Concepts | 2. Demonstrates understanding that text is read in one direction and from top to bottom of page |
| 2.C.ECc With teacher assistance, describe the role of an author and illustrator. | Literacy | D. Vocabulary and Story Comprehension | 3.2 Demonstrates understanding of title, author, and illustrator |

Learning Standard 2D: Establish personal connections with books.

| | | | |
|--|----------|---------------------------------------|--|
| 2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story. | Literacy | D. Vocabulary and Story Comprehension | 2.3 Tells story associated with series of pictures |
| 2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |

Goal 3: Demonstrate interest in and understanding of informational text.

Learning Standard 3A: Recognize key ideas and details in nonfiction text.

| | | | |
|---|----------|---------------------------------------|---|
| 3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| 3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book. | Literacy | D. Vocabulary and Story Comprehension | 2. Retells simple story |

Learning Standard 3B: Recognize features of nonfiction books.

| | | | |
|--|-----------|-------------------------|--------------------------------------|
| 3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
|--|-----------|-------------------------|--------------------------------------|

Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.

Learning Standard 4A: Demonstrate understanding of the organization and basic features of print.

| | | | |
|--|----------|---------------------------------------|---|
| 4.A.ECa Recognize the differences between print and pictures. | Literacy | D. Vocabulary and Story Comprehension | 1. Demonstrates understanding that pictures represent text |
| 4.A.ECb Begin to follow words from left to right, top to bottom, and page by page. | Literacy | A. Awareness of Print Concepts | 2. Demonstrates understanding that text is read in one direction and from top to bottom of page |
| 4.A.ECc Recognize the one-to-one relationship between spoken and written words. | Literacy | A. Awareness of Print Concepts | 3. Recognizes print words for common or familiar people, objects, or pictures |
| 4.A.ECd Understand that words are separated by spaces in print. | Literacy | C. Alphabet Knowledge | 2. Reads simple CVC and sight word text |
| 4.A.ECe Recognize that letters are grouped to form words. | Literacy | E. Writing | 3.4 Writes using "scribble writing" |
| 4.A.ECf Differentiate letters from numerals. | Literacy | C. Alphabet Knowledge | 1. Names all uppercase and lowercase letters of alphabet |

IL Indicator

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Learning Standard 4B: Demonstrate an emerging knowledge and understanding of the alphabet.

| | | | |
|--|----------|-----------------------|--|
| 4.B.ECa With teacher assistance, recite the alphabet. | Literacy | C. Alphabet Knowledge | 1. Names all uppercase and lowercase letters of alphabet |
| 4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. | Literacy | C. Alphabet Knowledge | 1.4 Names letters in own first name |
| 4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet. | Literacy | C. Alphabet Knowledge | 1.1 Matches frequently occurring lowercase letters with uppercase counterparts |
| 4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name. | Literacy | E. Writing | 3.3 Copies entire first name |

Learning Standard 4C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).

| | | | |
|--|----------|---------------------------|---|
| 4.C.ECa Recognize that sentences are made up of separate words. | Literacy | B. Phonological Awareness | 2.2 Claps for words in sentences |
| 4.C.ECb With teacher assistance, recognize and match words that rhyme. | Literacy | B. Phonological Awareness | 1.1 Identifies rhyming words |
| 4.C.ECc Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”). | Literacy | B. Phonological Awareness | 3. Segments syllables of two- and three-syllable words |
| | Literacy | B. Phonological Awareness | 3.1 Blends syllables into two- and three-syllable words |
| 4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words. | Literacy | B. Phonological Awareness | 4.4 Identifies beginning sounds in CVC words |
| 4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat). | Literacy | B. Phonological Awareness | 4.1 Blends separate CVC sounds into simple words |
| 4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/). | Literacy | B. Phonological Awareness | 4. Segments CVC words into individual sounds |
| 4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat). | Literacy | B. Phonological Awareness | 1. Produces rhyming words given oral prompt |

IL Indicator

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Learning Standard 4D: Demonstrate emergent phonics and word-analysis skills.

| | | | |
|--|----------|---------------------------|--|
| 4.D.ECa Recognize own name and common signs and labels in the environment. | Literacy | B. Phonological Awareness | 3.1 Recognizes own first name in print |
| 4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. | Literacy | C. Alphabet Knowledge | 2.3 Produces correct sounds for 20 letters of alphabet |
| 4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically. | Literacy | C. Alphabet Knowledge | 2.1 Sounds out CVC words |

Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.**Learning Standard 5A: Demonstrate growing interest and abilities in writing.**

| | | | |
|---|----------|------------|---|
| 5.A.ECa Experiment with writing tools and materials. | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| 5.A.ECb Use scribbles, letterlike forms, or letters/words to represent written language. | Literacy | E. Writing | 3.4 Writes using "scribble writing" |
| 5.A.ECc With teacher assistance, write own first name using appropriate upper/ lowercase letters. | Literacy | E. Writing | 3.2 Prints first name |

Learning Standard 5B: Use writing to represent ideas and information.

| | | | |
|---|----------|------------|---|
| 5.B.ECa With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| 5.B.ECb With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| 5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |

IL Indicator

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Learning Standard 5C: Use writing to research and share knowledge.

| | | | |
|--|-----------|-------------------------|--|
| 5.C.ECa Participate in group projects or units of study designed to learn about a topic of interest. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| 5.C.ECb With teacher assistance, recall factual information and share that information through drawing, dictation, or writing. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |

Mathematics

Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

Learning Standard 6A: Demonstrate beginning understanding of numbers, number names, and numerals.

| | | | |
|---|------|--------------------------------|--|
| 6.A.ECa Count with understanding and recognize “how many” in small sets up to 5. | Math | A. Counting | 1.1 Counts 3 items to determine “How many?” |
| 6.A.ECb Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less. | Math | A. Counting | 1. Counts out 3 items |
| 6.A.ECc Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing” | Math | B. Quantitative Relations | 1.3 Uses quantity comparison words |
| 6.A.ECd Connect numbers to quantities they represent using physical models and informal representations. | Math | A. Counting | 2.1 Counts 10 items to determine “How many?” |
| 6.A.ECe Differentiate numerals from letters and recognize some single-digit written numerals. | Math | C. Reading and Writing Numbers | 1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5 |
| 6.A.ECf Verbally recite numbers from 1 to 10. | Math | A. Counting | 2.2 Recites numbers 1–10 |
| 6.A.ECg Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?” | Math | D. Addition and Subtraction | 1.4 Says number after 1–10 |

IL Indicator

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Learning Standard 6B: Add and subtract to create new numbers and begin to construct sets.

| | | | |
|--|------|-----------------------------|--|
| 6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number. | Math | D. Addition and Subtraction | 1.5 Demonstrates understanding of concept of addition |
| 6.B.ECb Show understanding of how to count out and construct sets of objects of a given number up to 5. | Math | B. Quantitative Relations | 1. Compares items in sets to 5 by counting |
| 6.B.ECc Identify the new number created when small sets (up to 5) are combined or separated. | Math | B. Quantitative Relations | 2. Compares items in sets of 6 to 10 by counting |
| 6.B.ECd Informally solve simple mathematical problems presented in a meaningful context. | Math | D. Addition and Subtraction | 1.3 Solves picture or object problems using count all strategy |
| 6.B.ECe Fairly share a set of up to 10 items between two children. | Math | B. Quantitative Relations | 1. Compares items in sets to 5 by counting |

Learning Standard 6C: Begin to make reasonable estimates of numbers.

| | | | |
|--|------|-----------------------------|--|
| 6.C.ECa Estimate number of objects in a small set. | Math | D. Addition and Subtraction | 1.1 Solves picture or object addition problems using shortcut sum strategy |
|--|------|-----------------------------|--|

Learning Standard 6D: Compare quantities using appropriate vocabulary terms.

| | | | |
|--|------|---------------------------|--|
| 6.D.ECa Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice. | Math | B. Quantitative Relations | 2. Compares items in sets of 6 to 10 by counting |
| 6.D.ECb Describe comparisons with appropriate vocabulary, such as "more", "less", "greater than", "fewer", "equal to", or "same as". | Math | B. Quantitative Relations | 1.3 Uses quantity comparison words |

Goal 7: Explore measurement of objects and quantities.

Learning Standard 7A: Measure objects and quantities using direct comparison methods and nonstandard units.

| | | | |
|--|-----------|-------------------------|---|
| 7.A.ECa Compare, order, and describe objects according to a single attribute. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| 7.A.ECb Use nonstandard units to measure attributes such as length and capacity. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| 7.A.ECc Use vocabulary that describes and compares length, height, weight, capacity, and size. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| 7.A.ECd Begin to construct a sense of time through participation in daily activities. | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |

Learning Standard 7B: Begin to make estimates of measurements.

| | | | |
|---|-----------|-------------------------|---|
| 7.B.ECa Practice estimating in everyday play and everyday measurement problems. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
|---|-----------|-------------------------|---|

Learning Standard 7C: Explore tools used for measurement.

| | | | |
|---|-----------|-------------------------|---|
| 7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| 7.C.ECb Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |

Goal 8: Identify and describe common attributes, patterns, and relationships in objects.

Learning Standard 8A: Explore objects and patterns.

8.A.ECa Sort, order, compare, and describe objects according to characteristics or attribute(s).

Cognitive

C. Conceptual Knowledge

3. Classifies using multiple attributes

8.A.ECb Recognize, duplicate, extend, and create simple patterns in various formats.

Cognitive

C. Conceptual Knowledge

3.2 Classifies according to physical attribute

Learning Standard 8B: Describe and document patterns using symbols.

8.B.ECa With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.

Cognitive

C. Conceptual Knowledge

3.2 Classifies according to physical attribute

Goal 9: Explore concepts of geometry and spatial relations.

Learning Standard 9A: Recognize, name, and match common shapes.

9.A.ECa Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).

Cognitive

C. Conceptual Knowledge

4.2 Identifies concrete concepts

9.A.ECb Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).

Cognitive

C. Conceptual Knowledge

3.2 Classifies according to physical attribute

9.A.ECc Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.

Cognitive

C. Conceptual Knowledge

4.2 Identifies concrete concepts

9.A.ECd Combine two-dimensional shapes to create new shapes.

Cognitive

E. Scientific Discovery

3.2. Manipulates materials to cause change

9.A.ECe Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).

Cognitive

E. Scientific Discovery

3.2. Manipulates materials to cause change

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|-------------|-------------------------|--|
| Learning Standard 9B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary. | | | |
| 9.B.ECa Show understanding of location and ordinal position. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| 9.B.ECb Use appropriate vocabulary for identifying location and ordinal position. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| Goal 10: Begin to make predictions and collect data information. | | | |
| Learning Standard 10A: Generate questions and processes for answering them. | | | |
| 10.A.ECa With teacher assistance, come up with meaningful questions that can be answered through gathering information. | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |
| 10.A.ECb Gather data about themselves and their surroundings to answer meaningful questions. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| Learning Standard 10B: Organize and describe data and information. | | | |
| 10.B.ECa Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| 10.B.ECb Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time. | Cognitive | E. Scientific Discovery | 2. Anticipates outcome of investigation |
| Learning Standard 10C: Determine, describe, and apply the probabilities of events. | | | |
| 10.C.ECa Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”. | Cognitive | E. Scientific Discovery | 3.1 Draws on prior knowledge to guide investigations |

Science

Goal 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.

Learning Standard 11A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.

| | | | |
|---|-----------|-----------------------------|--|
| 11.A.ECa Express wonder and curiosity about their world by asking questions, solving problems, and designing things. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| 11.A.ECb Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay. | Cognitive | E. Scientific Discovery | 4.1 Communicates results of investigations |
| 11.A.ECc Plan and carry out simple investigations. | Cognitive | E. Scientific Discovery | 3. Investigates to test hypotheses |
| 11.A.ECd Collect, describe, compare, and record information from observations and investigations. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| 11.A.ECe Use mathematical and computational thinking. | Math | D. Addition and Subtraction | All |
| 11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation. | Cognitive | E. Scientific Discovery | All |
| 11.A.ECg Generate explanations and communicate ideas and/or conclusions about their investigations. | Cognitive | E. Scientific Discovery | 4.1 Communicates results of investigations |

Goal 12: Explore concepts and information about the physical, earth, and life sciences.

Learning Standard 12A: Understand that living things grow and change.

| | | | |
|--|-----------|-------------------------|---|
| 12.A.ECa Observe, investigate, describe, and categorize living things. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| 12.A.ECb Show an awareness of changes that occur in oneself and the environment. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |

| IL Indicator | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|-------------|-------------------------|---|
| Learning Standard 12B: Understand that living things rely on the environment and/or others to live and grow. | | | |
| 12.B.ECa Describe and compare basic needs of living things. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| 12.B.ECb Show respect for living things. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| Learning Standard 12C: Explore the physical properties of objects. | | | |
| 12.C.ECa Identify, describe, and compare the physical properties of objects. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| 12.C.ECb Experiment with changes in matter when combined with other substances. | Cognitive | E. Scientific Discovery | 3.2. Manipulates materials to cause change |
| Learning Standard 12D: Explore concepts of force and motion. | | | |
| 12.D.ECa Describe the effects of forces in nature. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| 12.D.ECb Explore the effect of force on objects in and outside the early childhood environment. | Cognitive | E. Scientific Discovery | 3.2. Manipulates materials to cause change |
| Learning Standard 12E: Explore concepts and information related to the Earth, including ways to take care of our planet. | | | |
| 12.E.ECa Observe and describe characteristics of earth, water, and air. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| 12.E.ECb Participate in discussions about simple ways to take care of the environment. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| Learning Standard 12F: Explore changes related to the weather and seasons. | | | |
| 12.F.ECa Observe and discuss changes in weather and seasons using common vocabulary. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |

IL Indicator

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Goal 13: Understand important connections and understandings in science and engineering.

Learning Standard 13A: Understand rules to follow when investigating and exploring.

| | | | |
|--|----------|--------------------|---|
| 13.A.ECa Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
|--|----------|--------------------|---|

Learning Standard 13B: Use tools and technology to assist with science and engineering investigations.

| | | | |
|---|-----------|-------------------------|---|
| 13.B.ECa Use nonstandard and standard scientific tools for investigation. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| 13.B.ECb Become familiar with technological tools that can aid in scientific inquiry. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |

Social Studies

Goal 14: Understand some concepts related to citizenship.

Learning Standard 14A: Understand what it means to be a member of a group and community.

| | | | |
|---|------------------|--------------------------------|---|
| 14.A.ECa Recognize the reasons for rules in the home and early childhood environment and for laws in the community. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
| 14.A.ECb Contribute to the well-being of one's early childhood environment, school, and community. | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |

Learning Standard 14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.

(Not applicable)

Learning Standard 14C: Understand ways groups make choices and decisions.

| | | | |
|--|----------------------|-------------------------------|--|
| 14.C.ECa Participate in voting as a way of making choices. | Social-Communication | A. Early Social-Communication | 4.2 Makes choices to express preferences |
|--|----------------------|-------------------------------|--|

Learning Standard 14D: Understand the role that individuals can play in a group or community.

| | | | |
|--|------------------|--------------------------------|--|
| 14.D.ECa Develop an awareness of what it means to be a leader. | Social-Emotional | C. Interactions with Peers | 3.1 Initiates cooperative activity |
| 14.D.ECb Participate in a variety of roles in the early childhood environment. | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |

Learning Standard 14E: Understand United States foreign policy as it relates to other nations and international issues.

(Not applicable)

Learning Standard 14F: Understand the development of United States' political ideas and traditions.*(Not applicable)***Goal 15: Explore roles in the economic system and workforce.****Learning Standard 15A: Explore roles in the economic system and workforce.**

| | | | |
|--|----------------------|---------------------------|---|
| 15.A.ECa Describe some common jobs and what is needed to perform those jobs. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| 15.A.ECb Discuss why people work. | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |

Learning Standard 15B: Explore issues of limited resources in the early childhood environment and world.

| | | | |
|--|-----------|-------------------------|--------------------------------------|
| 15.B.ECa Understand that some resources and money are limited. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
|--|-----------|-------------------------|--------------------------------------|

Learning Standard 15C: Understand that scarcity necessitates choices by producers.*(Not applicable)***Learning Standard 15D: Explore concepts about trade as an exchange of goods or services.**

| | | | |
|--|------------------|----------------------------|--|
| 15.D.ECa Begin to understand the use of trade or money to obtain goods and services. | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or story line in imaginary play |
|--|------------------|----------------------------|--|

Learning Standard 15E: Understand the impact of government policies and decisions on production and consumption in the economy.*(Not applicable)*

Goal 16: Explore roles in the economic system and workforce.

Learning Standard 16A: Develop an awareness of the self and his or her uniqueness and individuality.

| | | | |
|--|------------------|--------------------------------|--|
| 16.A.ECa Recall information about the immediate past. | Cognitive | B. Imitation and Memory | 3.2 Relates recent events with contextual cues |
| 16.A.ECb Develop a basic awareness of self as an individual. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |

Learning Standard 16B: Understand the development of significant political events.

(Not applicable)

Learning Standard 16C: Understand the development of economic systems.

(Not applicable)

Learning Standard 16D: Understand Illinois, United States, and world social history.

(Not applicable)

Learning Standard 16E: Understand Illinois, United States, and world environmental history.

(Not applicable)

Goal 17: Explore geography, the child's environment, and where people live, work, and play.

Learning Standard 17A: Explore environments and where people live.

| | | | |
|--|-----------|-------------------------|---|
| 17.A.ECa Locate objects and places in familiar environments. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| 17.A.ECb Express beginning geographic thinking. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |

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Learning Standard 17B: Analyze and explain characteristics and interactions of the Earth’s physical systems.

(Not Applicable)

Learning Standard 17C: Understand relationships between geographic factors and society.

(Not Applicable)

Learning Standard 17D: Understand the historical significance of geography.

(Not Applicable)

Goal 18: Explore people, their similarities, and their differences.

Learning Standard 18A: Explore people, their similarities, and their differences.

18.A.ECa Recognize similarities and differences in people.

Cognitive

C. Conceptual Knowledge

3.3 Discriminates between objects or people using common attributes

Learning Standard 18B: Develop an awareness of self within the context of family.

18.B.ECa Understand that each of us belongs to a family and recognize that families vary.

Cognitive

C. Conceptual Knowledge

3. Classifies using multiple attributes

Learning Standard 18C: Understand how social systems form and develop over time.

(Not Applicable)

Physical Development and Health

Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.

Learning Standard 19A: Demonstrate physical competency and control of large and small muscles.

| | | | |
|---|-------------|------------------------------|-----|
| 19.A.ECa Engage in active play using gross- and fine-motor skills. | Gross Motor | C. Active Play | All |
| 19.A.ECb Move with balance and control in a range of physical activities. | Gross Motor | B. Movement and Coordination | All |
| 19.A.ECc Use strength and control to accomplish tasks. | Gross Motor | B. Movement and Coordination | All |
| | Gross Motor | C. Active Play | All |
| 19.A.ECd Use eye-hand coordination to perform tasks. | Fine Motor | A. Reach, Grasp, and Release | All |
| | Fine Motor | B. Functional Skill Use | All |
| 19.A.ECe Use writing and drawing tools with some control. | Fine Motor | C. Mechanics of Writing | All |

Learning Standard 19B: Demonstrate awareness and coordination of body movements.

| | | | |
|---|-------------|-------------------------------------|-----|
| 19.B.ECa Coordinate movements to perform complex tasks. | Gross Motor | B. Movement and Coordination | All |
| | Gross Motor | A. Body Control and Weight Transfer | All |
| | Fine Motor | A. Reach, Grasp, and Release | All |
| 19.B.ECb Demonstrate body awareness when moving in different spaces. | Gross Motor | B. Movement and Coordination | All |
| 19.B.ECc Combine large motor movements with and without the use of equipment. | Gross Motor | C. Active Play | All |

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Learning Standard 19C: Demonstrate knowledge of rules and safety during activity.

| | | | |
|--|----------|--------------------|---|
| 19.C.ECa Follow simple safety rules while participating in activities. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
|--|----------|--------------------|---|

Goal 20: Develop habits for lifelong fitness.**Learning Standard 20A: Achieve and maintain a health-enhancing level of physical fitness.**

| | | | |
|---|-------------|----------------|-----|
| 20.A.ECa Participate in activities to enhance physical fitness. | Gross Motor | C. Active Play | All |
|---|-------------|----------------|-----|

| | | | |
|---|-------------|----------------|-----|
| 20.A.ECb Exhibit increased levels of physical activity. | Gross Motor | C. Active Play | All |
|---|-------------|----------------|-----|

Learning Standard 20B: Assess individual fitness levels.*(Not Applicable)***Learning Standard 20C: Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.***(Not Applicable)***Goal 21: Develop team-building skills by working with others through physical activity.****Learning Standard 21A: Demonstrate individual responsibility during group physical activities.**

| | | | |
|---|----------|--------------------|---|
| 21.A.ECa Follow rules and procedures when participating in group physical activities. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
|---|----------|--------------------|---|

| | | | |
|---|------------------|--------------------------------|---|
| 21.A.ECb Follow directions, with occasional adult reminders, during group activities. | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
|---|------------------|--------------------------------|---|

Learning Standard 21B: Demonstrate cooperative skills during structured group physical activity.

| | | | |
|---|------------------|----------------------------|-----------------------------------|
| 21.B.ECa Demonstrate ability to cooperate with others during group physical activities. | Social-Emotional | C. Interactions with Peers | 3. Maintains cooperative activity |
|---|------------------|----------------------------|-----------------------------------|

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Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Learning Standard 22A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.

| | | | |
|---|-----------|---------------------------|---|
| 22.A.ECa Identify simple practices that promote healthy living and prevent illness. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| 22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders. | Adaptive | B. Personal Care Routines | All |
| 22.A.ECc Identify and follow basic safety rules. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |

Learning Standard 22B: Describe and explain the factors that influence health among individuals, groups, and communities.

(Not Applicable)

Learning Standard 22C: Explain how the environment can affect health.

(Not Applicable)

Goal 23: Understand human body systems and factors that influence growth and development.

Learning Standard 23A: Describe and explain the structure and functions of the human body systems and how they interrelate.

| | | | |
|---|-----------|-------------------------|---|
| 23.A.ECa Identify body parts and their functions. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
|---|-----------|-------------------------|---|

Learning Standard 23B: Identify ways to keep the body healthy.

| | | | |
|---|-----------|-------------------------|---|
| 23.B.ECa Identify examples of healthy habits. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| 23.B.ECb Identify healthy and nonhealthy foods and explain the effect of these foods on the body. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |

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Learning Standard 23C: Describe factors that affect growth and development.

(Not Applicable)

Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Learning Standard 24A: Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

(Not Applicable)

Learning Standard 24B: Apply decision-making skills related to the protection and promotion of individual health.

(Not Applicable)

Learning Standard 24C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.ECa Participate in activities to learn to avoid dangerous situations.

Adaptive

D. Personal Safety

3.1 Responds appropriately to warnings of dangerous conditions or substances

The Arts

Goal 25: Gain exposure to and explore the arts.

Learning Standard 25A: Investigate, begin to appreciate, and participate in the arts.

25.A.ECa Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.

25.A.ECb Drama: Begin to appreciate and participate in dramatic activities.

25.A.ECc Music: Begin to appreciate and participate in music activities.

25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.

Social-Emotional

C. Interactions with Peers

2. Plans and acts out recognizable event, theme, or story line in imaginary play

Literacy

B. Phonological Awareness

1.2 Participates in repetitive verbal play

Literacy

E. Writing

2. Writes and draws for a variety of purposes

Learning Standard 25B: Display an awareness of some distinct characteristics of the arts.

25.B.ECa Describe or respond to their creative work or the creative work of others.

Social-Communication

D. Social Use of Language

2. Provides and seeks information while conversing using words, phrases, or sentences

Goal 26: Understand that the arts can be used to communicate ideas and emotions.

Learning Standard 26A: Understand processes, traditional tools, and modern technologies used in the arts.

(Not Applicable)

Learning Standard 26B: Understand ways to express meaning through the arts.

26.B.ECa Use creative arts as an avenue for self-expression.

Literacy

E. Writing

2. Writes and draws for a variety of purposes

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Goal 27: Understand the role of the arts in civilizations, past and present.

Learning Standard 27A: Analyze how the arts function in history, society, and everyday life.

(Not Applicable)

Learning Standard 27B: Understand how the arts shape and reflect history, society, and everyday life.

(Not Applicable)

English Language Learner Home language Development

Goal 28: Use the home language to communicate within and beyond the classroom.

Learning Goal 28A: Use the home language at age-appropriate levels for a variety of social and academic purposes.

| | | | |
|--|----------------------|-----------------------------|---|
| 28.A.ECa May demonstrate progress and mastery of benchmarks through home language. | Social-Communication | C. Communicative Expression | All |
| 28.A.ECb Use home language in family, community, and early childhood settings. | Social-Communication | C. Communicative Expression | All |
| 28.A.ECc Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in. | Cognitive | C. Conceptual Knowledge | 3. Classifies using multiple attributes |

Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas.

Learning Standard 29A: Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.

| | | | |
|---|----------------------|-----------------------------|---|
| 29.A.ECa Use home cultural and linguistic knowledge to express current understandings and construct new concepts. | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| 29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS. | Social-Communication | C. Communicative Expression | All |
| 29.A.ECc Exhibit foundational literacy skills in home language to foster transfer to English. | | | |

Social/Emotional Development

Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.

Learning Standard 30A: Identify and manage one's emotions and behavior.

| | | | |
|---|----------------------|---|---|
| 30.A.ECa Recognize and label basic emotions. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| 30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings. | Social-Communication | D. Social Use of Language | All |
| 30.A.ECc Express feelings that are appropriate to the situation. | Social-Communication | D. Social Use of Language | 3.2 Varies voice to impart meaning and recognize social or environmental conditions |
| 30.A.ECd Begin to understand and follow rules. | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |
| 30.A.ECe Use materials with purpose, safety, and respect. | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |
| 30.A.ECf Begin to understand the consequences of his or her behavior. | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |

Learning Standard 30B: Recognize own uniqueness and personal qualities.

| | | | |
|---|------------------|--------------------------------|---|
| 30.B.ECa Describe self using several basic characteristics. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
|---|------------------|--------------------------------|---|

Learning Standard 30C: Demonstrate skills related to successful personal and school outcomes.

| | | | |
|---|------------------|--|--|
| 30.C.ECa Exhibit eagerness and curiosity as a learner. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| 30.C.ECb Demonstrate persistence and creativity in seeking solutions to problems. | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| 30.C.ECc Show some initiative, self-direction, and independence in actions. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| 30.C.ECd Demonstrate engagement and sustained attention in activities. | Social-Emotional | D. Independent and Group Participation | 2. Interacts appropriately with others during large-group activities |

Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Learning Standard 31A: Develop positive relationships with peers and adults.

| | | | |
|---|------------------|---|---|
| 31.A.ECa Show empathy, sympathy, and caring for others. | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| 31.A.ECb Recognize the feelings and perspectives of others. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| 31.A.ECc Interact easily with familiar adults. | Social-Emotional | A. Interactions with Adults | 2. Maintains social interaction with familiar adult |
| 31.A.ECd Demonstrate attachment to familiar adults. | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| 31.A.ECe Develop positive relationships with peers. | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |

Learning Standard 31B: Use communication and social skills to interact effectively with others.

| | | | |
|---|----------------------|--------------------------------|---|
| 31.B.ECa Interact verbally and nonverbally with other children. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| 31.B.ECb Engage in cooperative group play. | Social-Emotional | C. Interactions with Peers | 3. Maintains cooperative activity |
| 31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |

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Learning Standard 31C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

| | | | |
|--|------------------|--|--|
| 31.C.ECa Begin to share materials and experiences and take turns. | Social-Emotional | C. Interactions with Peers | 3.3 Shares or exchanges objects |
| 31.C.ECb Solve simple conflicts with peers with independence, using gestures or words. | Social-Emotional | D. Independent and Group Participation | 4.1 Uses strategies to resolve conflicts |
| 31.C.ECc Seek adult help when needed to resolve conflict. | Social-Emotional | D. Independent and Group Participation | 4.1 Uses strategies to resolve conflicts |

Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.

Learning Standard 32A: Begin to consider ethical, safety, and societal factors in making decisions.

| | | | |
|---|------------------|--------------------------------|-----------------------------------|
| 32.A.ECa Participate in discussions about why rules exist. | Social-Emotional | E. Meeting Social Expectations | 3. Follows context-specific rules |
| 32.A.ECb Follow rules and make good choices about behavior. | Social-Emotional | E. Meeting Social Expectations | 3. Follows context-specific rules |

Learning Standard 32B: Apply decision-making skills to deal responsibly with daily academic and social situations.

| | | | |
|--|------------------|--|--|
| 32.B.ECa Participate in discussions about finding alternative solutions to problems. | Social-Emotional | D. Independent and Group Participation | 4.1 Uses strategies to resolve conflicts |
|--|------------------|--|--|

Learning Standard 32C: Contribute to the well-being of one's school and community.

Refer to Social Studies, Standard 14.A