



Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

<b>Early Skills</b>	<b>Level</b>	<b>Area</b>	<b>Strand</b>	<b>AEPS® Items</b>
Engage in turn taking exchanges with adults and peers	3-6	Social-Communication	B	2, 2.1
Use new vocabulary with increasing frequency to express and describe feelings and ideas	3-6	Social-Communication	A	1, 1.3, 1.7
<i>Phonological Awareness</i>				
The child will manipulate the various units of sounds in words	3-6	Cognitive	H	2, 2.2, 2.3
Discriminate similarities and differences in sounds (environmental, letter)	3-6	Cognitive	H	1, 1.4
Identify words that rhyme, generate simple rhymes	3-6	Cognitive	H	1.1
Successfully detect beginning sounds in words	3-6	Cognitive	H	1, 1.4
Listen to multi-syllable words	3-6	Cognitive	H	1, 1.3
<i>Early Knowledge and early word recognition</i>				
Correctly identify 10-18 alphabet (uppercase) letters by name in random order	3-6	Cognitive	H	3.1
Select a letter to represent a sound (8-10 letters)	3-6	Cognitive	H	2, 2.3
Correctly provide the most common sound for 5-8 letters	3-6	Cognitive	H	2, 2.3
Read simple/familiar high-frequency words, including his or her name	3-6	Cognitive	H	2, 2.2
Notice letters around him/her in familiar, everyday life, and ask how to spell words, names or titles	3-6	Cognitive	H	2
<i>Print and Book Awareness</i>				
Identify the front of a book	3-6	Fine Motor	B	4.2
Identify the location of the title of a book	3-6	Fine Motor	B	4, 4.2
Identify where reading begins on a page (first word or group of words)	3-6	Fine Motor	B	4.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

<b>Early Skills</b>	<b>Level</b>	<b>Area</b>	<b>Strand</b>	<b>AEPS® Items</b>
Demonstrate directionality of reading left to right on a page	3-6	Cognitive	C	All
Identify part of the book that “tells the story” (print as opposed to pictures)	3-6	Cognitive	B	1, 1.1
Turn pages one at a time from the front to the back of a book	3-6	Fine Motor	A	1, 1.1
<i>Written Expression</i>				
Distinguish print from pictures	3-6	Cognitive	B	1, 1.1
Copy or write letters using various materials	3-6	Fine Motor	B	2, 3, 3.1, 3.2, 3.3
Print first name independently	3-6	Fine Motor	B	3
Print 5 - 8 letters with a writing tool	3-6	Fine Motor	B	3.1
Copy 3 - 5 letter words	3-6	Fine Motor	B	3.1, 3.2, 3.3
Use inventive spellings to convey messages or tell story	3-6	Fine Motor	B	2, 3, 3.1
<b>Mathematic Foundation Blocks</b>				
<i>Number and number sense</i>				
The child will count with understanding, and use numbers to tell how many, describe order, and compare	3-6	Cognitive	G	1, 1.1, 1.2
Count objects to 20 or more	3-6	Cognitive	G	1
Count a group (set/collection) of three to five objects by touching each object as it is counted and saying the correct number (one-to-one correspondence)	3-6	Cognitive	G	1, 1.1, 1.2
Count the items in a collection of one to five items and know the last counting word tells “how many”	3-6	Cognitive	G	1, 1.1, 1.2
Compare two groups (sets/collections) of matched objects (less than five) and describe the groups using the terms more, fewer, or same	3-6	Cognitive	G	1, 1.1, 1.2



Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

<b>Early Skills</b>	<b>Level</b>	<b>Area</b>	<b>Strand</b>	<b>AEPS® Items</b>
Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom	3-6	Cognitive	A	3, 3.1
<i>Data Collection and Statistics</i>				
The child will participate in the data gathering process in order to answer questions of interest	3-6	Cognitive	E	1, 1.2
Collect information to answer questions of interest to children	3-6	Cognitive	E	1, 1.2
Use descriptive language to compare data in objects and picture graphs by identifying which is more, fewer, or the same	3-6	Social-Communication	A	1, 1.7
<i>Patterns and Relationships</i>				
The child will identify simple patterns of concrete objects, and use them to recognize relationships	3-6	Cognitive	B	1, 1.3
Sort and classify objects according to one or two attributes (color, size, shape, and texture)	3-6	Cognitive	B	1, 1.1, 1.3
Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue	3-6	Cognitive	B	1, 1.3
Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square	3-6	Cognitive	E	2, 2.2
<b>Science Foundation</b>				
<i>Scientific Investigation, Reasoning, and Life Processes</i>				
<i>Scientific Investigation, Reasoning, and Logic</i>				
The child will make observations, separate objects into groups based on similar attributes, compare lengths and mass, and develop questions based upon observations using the five senses	3-6	Cognitive	B	1, 1.1, 1.3

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

Early Skills	Level	Area	Strand	AEPS® Items
Identify basic properties of objects by direct observation	3-6	Cognitive	A	2, 2.1
Describe objects using pictures and words	3-6	Social-Communication	A	1, 1.2
Sequence objects according to size	3-6	Cognitive	A	1, 1.3
Separate a set of objects into two groups based on one physical attribute	3-6	Cognitive	B	1, 1.3
Compare the length and mass of different objects	3-6	Cognitive	A	2, 2.2
Identify the body parts that correspond with each of the five senses	3-6	Cognitive	B	1, 1.2
<i>Force, Motion and Energy</i>				
The child will describe and categorize properties of materials using magnets	3-6	Social-Communication	A	1, 1.1, 1.7
Describe the effects magnets have on other objects; they stick to some but not to others. Introduce the words “attracted to” and “not attracted to”	3-6	Social-Communication	A	1, 1.1, 1.4, 1.7
Describe the effects magnets have on other magnets; they stick together or push apart	3-6	Social-Communication	A	1, 1.1, 1.4, 1.7
<i>Matter</i>				
Identify colors (red, orange, yellow, green, blue, purple) and white and black	3-6	Cognitive	A	1.1
Identify shapes (circle, triangle, square, and rectangle) of an object	3-6	Cognitive	A	1.2
Identify textures (rough/smooth) and feel (hard/soft)	3-6	Cognitive	A	2.1
Describe relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short)	3-6	Cognitive	A	1.3, 2.2
Describe position (over/under, in/out, above/below) and speed (fast/slow)	3-6	Cognitive	A	3

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

<b>Early Skills</b>	<b>Level</b>	<b>Area</b>	<b>Strand</b>	<b>AEPS® Items</b>
Recognize water in its three forms (solid, liquid, gas)	3-6	Cognitive	A	2, 2.1
<i>Life Process</i>				
The child will compare the growth of a person to the growth of a plant and an animal and be able to describe basic life processes and basic needs of each	3-6	Cognitive	E	2, 2.2
Describe what living things need to live and grow (food, water, and air)	3-6	Cognitive	E	1, 1.2
Recognize that “baby” plants and animals are similar but not identical to their parents and to one another	3-6	Cognitive	B	1
<i>Interrelationships in Earth/Space Systems</i>				
The child will be able to create a shadow	3-6	Fine Motor	B	2.1
Create a shadow and describe how it was created	3-6	Social-Communication	A	1, 1.2
<i>Earth Patterns, Cycles, and Change</i>				
The child will identify simple patterns in his/her daily life. The child will identify things that change over time.	3-6	Cognitive	A	2, 2.1
Make daily weather observations	3-6	Cognitive	A	2, 2.1
Observe and classify the shapes and forms of many common natural objects including seeds, cones, and leaves	3-6	Cognitive	B	1, 1.1
Recognize the order or stages of animal and plant growth	3-6	Cognitive	A	2, 2.1
Describe home and school routines	3-6	Social-Communication	A	1.1, 1.4, 1.7
<i>Resources</i>				
The child will practice reusing, recycling and conserving energy on a daily basis	3-6	Social	C	2, 2.2
Recognize that some objects can be recycled	3-6	Cognitive	B	1, 1.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

Early Skills	Level	Area	Strand	AEPS® Items
Recognize that some objects can be reused	3-6	Cognitive	B	1, 1.1
Identify ways that energy can be conserved	3-6	Cognitive	B	1, 1.1
<b>History and Social Science Foundation Blocks</b>				
<i>History</i>				
<i>History/Similarities and Differences</i>				
The child will identify ways in which people are alike and different.	3-6	Cognitive	B	1, 1.1
Recognize ways in which people are alike and different	3-6	Cognitive	B	1, 1.1
Describe his/her own unique characteristics and those of others	3-6	Social-Communication	A	1, 1.2
Make the connection that he/she is both a member of a family and a member of a classroom community	3-6	Social	D	2
Engage in pretend play to understand self and others	3-6	Cognitive	F	1, 1.1, 1.2
Participate in activities and traditions associated with different cultural heritages	3-6	Social	B	All
<i>History/Change over time</i>				
The child will develop an awareness of change over time	3-6	Cognitive	A	3, 3.2
Describe ways children have changed since they were babies	3-6	Cognitive	A	2, 2.1
Express the difference between past and present using words such as before, after, now, and then	3-6	Cognitive	A	3, 3.2
Order/sequence events and objects	3-6	Cognitive	C	All
Ask questions about artifacts from everyday life in the past	3-6	Social-Communication	B	3
Recount episodes from stories about the past	3-6	Cognitive	C	3, 3.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

<b>Early Skills</b>	<b>Level</b>	<b>Area</b>	<b>Strand</b>	<b>AEPS® Items</b>
Take on a role from a specific time, use symbols and props, and act out a story/narrative	3-6	Cognitive	F	1
Describe past times based on stories, pictures, visits, songs and music	3-6	Social-Communication	A	1, 1.4
<i>Geography</i>				
<i>Geography/Location</i>				
The child will develop an increased awareness of the physical relationship between and among people and places	3-6	Cognitive	A	3, 3.1
Identify and describe prominent features of the classroom, school, neighborhood and community	3-6	Social-Communication	A	1
Engage in play where one item represents another – miniature vehicles, people, blocks	3-6	Cognitive	F	1, 1.3
Make and walk on paths between objects, from the door to the window	3-6	Cognitive	E	1, 1.2
Represent objects in the order in which they occur in the environment	3-6	Cognitive	C	All
Experience seeing things from different elevations	3-6	Cognitive	A	3, 3.1
<i>Geography/Descriptive Words</i>				
The child will use words to indicate relative location of objects and people including direction words, comparison words, and attribute words	3-6	Social-Communication	A	1, 1.7
Use words to indicate relative location	3-6	Social-Communication	A	1, 1.7
Use words to describe features of locations in the environment and manmade structures found in stories and seen in everyday experiences	3-6	Social-Communication	A	1, 1.7
Develop control in using direction words under, over, behind, near, far, above, below, toward, and away - one direction at a time	3-6	Social-Communication	A	1, 1.7

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

<b>Early Skills</b>	<b>Level</b>	<b>Area</b>	<b>Strand</b>	<b>AEPS® Items</b>
Develop control in using comparison words – closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside	3-6	Social-Communication	B	5, 5.2
Develop fluency using attribute words -hard, soft, rough, smooth	3-6	Social-Communication	B	5, 5.2
Use labels and symbols for what the child has seen	3-6	Social-Communication	A	1
<i>Economics/World of work</i>				
The child will develop an increased awareness of the kinds of work people do and the variety of tools people use in their jobs	3-6	Cognitive	B	1, 1.1, 1.2
Identify pictures of work and name the jobs people do	3-6	Social-Communication	A	1, 1.2
Describe what people do in their community job	3-6	Social-Communication	A	1, 1.2
Match tools to jobs	3-6	Cognitive	B	1, 1.2
Match job sites to work done	3-6	Cognitive	B	1, 1.1
Role-play the job of workers	3-6	Cognitive	F	1
<i>Economics/Making Choices</i>				
The child will identify that people have wants and make choices	3-6	Social	D	1, 1.1, 1.2
Identify choices	3-6	Social	D	1, 1.1, 1.2
Recognize that everyone has wants	3-6	Social	D	2.1
Choose daily tasks	3-6	Social	D	1.1, 1.2
Role-play purchasing situations where choices are made	3-6	Cognitive	F	1
<i>Civics/Citizenship</i>				
The child will participate as a member/citizen of a classroom community	3-6	Social	B	All

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

Early Skills	Level	Area	Strand	AEPS® Items
Cooperate with others in a joint activity	3-6	Social	A	2.2
Recognize the need for rules to help get along with others	3-6	Cognitive	F	2.2
Participate in creating rules for the classroom	3-6	Social	B	All
State personal plans for learning center activities	3-6	Social	D	1.2
Participate in discussing and generating solutions to a class problem	3-6	Cognitive	E	1.1
Share thoughts and opinions in group settings	3-6	Social-Communication	A	1, 1.7
Demonstrate responsible behaviors in caring for classroom materials	3-6	Social	C	2, 2.2
Identify the needs of other people by helping them	3-6	Social	A	1.5
<b>Physical and Motor Development</b>				
<i>Skilled Movement</i>				
The child will build body awareness, strength and coordination through locomotor activities, non-locomotor (stability) activities and manipulative skills	3-6	Fine Motor & Gross Motor	All	All
Demonstrate progress in performing the mature level of selected locomotor skills	3-6	Gross Motor	All	All
Demonstrate initial, elementary and mature forms of walking and running	3-6	Gross Motor	A	All
Maintain a stable static position while practicing specific balances	3-6	Gross Motor	B	1.3
Maintain balance while performing a controlled spin	3-6	Gross Motor	B	1.3
Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor	3-6	Gross Motor	B	1.3
Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor	3-6	Gross Motor	A	2, 2.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

<b>Early Skills</b>	<b>Level</b>	<b>Area</b>	<b>Strand</b>	<b>AEPS® Items</b>
Perform criss-cross pattern activities that will stimulate the brain	3-6	Gross Motor	B	1, 3, 3.1
Manipulate a variety of objects during structured and unstructured physical activity settings	3-6	Gross Motor	B	2, 4, 4.1
Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task	3-6	Fine Motor	All	All
<i>Movement Principles and Concepts</i>				
<i>Movement Concepts</i>				
The child will demonstrate the use of the movement concepts of directions, levels, pathways, and effort	3-6	Cognitive	A	3, 3.1
Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward and backward), levels (high, medium, and low), pathways (straight, curved, and zig-zag), and effort (fast, slow, hard, and soft)	3-6	Cognitive	A	3, 3.1
Identify fundamental movement patterns	3-6	Cognitive	A	3, 3.1
Begin and expand movement vocabulary	3-6	Cognitive	A	3, 3.1
Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signal	3-6	Cognitive	A	3, 3.1
<i>Personal Fitness</i>				
The child will participate in structured and unstructured physical activities designed to increase heart rate and breathing while improving muscular strength and flexibility	3-6	Gross Motor	All	All
Participate in activities that allow the child to experience a rise in the heart rate and breathing rate	3-6	Gross Motor	All	All

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

<b>Early Skills</b>	<b>Level</b>	<b>Area</b>	<b>Strand</b>	<b>AEPS® Items</b>
Demonstrate the ability to determine if the heart is beating faster after activity	3-6	Cognitive	A	3, 3.2
Participate in activities designed to strengthen major muscle groups	3-6	Gross Motor	All	All
Participate in activities that enhance flexibility	3-6	Gross Motor	All	All
<i>Responsible Behaviors</i>				
The child will demonstrate good listening skills and cooperative behaviors	3-6	Social	A	2.2
Demonstrate safe behaviors by applying rules regarding behaviors in a physical activity setting	3-6	Social	C	2, 2.2
Share equipment and space, and take turns with help from the teacher	3-6	Social	A	1.3, 2.3
Work well with all children	3-6	Social	A	2, 2.1, 2.2, 2.3
Listen to and follow simple directions	3-6	Cognitive	C	1, 1.1
<i>Physical Active Lifestyle</i>				
The child will participate in physical activity and explain why physical activity is good for health	3-6	Gross Motor	All	All
		Social-Communication	A	1, 1.7
Identify the activities that they like and dislike	3-6	Social	D	1
Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described	3-6	Gross Motor	All	All
		Social-Communication	A	1, 1.7
Participate in structured and unstructured physical activity every day	3-6	Gross Motor	All	All
Participate in activities geared toward different levels of proficiency	3-6	Gross Motor	All	All
Identify places at home, in the neighborhood and in the communities where children can play safely and be physically	3-6	Social	C	2





Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items and the Virginia Foundation Blocks for 4-year- olds.

**Early Skills**                      **Level**                      **Area**                      **Strand**                      **AEPS® Items**

Allow others to take turns	3-6	Social	A	1.4
Increase the ability to share materials and toys with others over time	3-6	Social	A	2.3
Include others in play activities	3-6	Social	A	2