KANSAS
Early Learning
STANDARDS

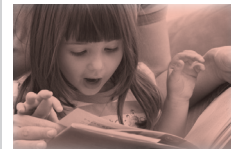## Building the Foundation for Successful Children

APPROACHES TO LEARNING (ATL)

PHYSICAL HEALTH AND DEVELOPMENT (PHD)

SOCIAL AND EMOTIONAL DEVELOPMENT (SED)

COMMUNICATION AND LITERACY (CL)

MATHEMATICS (M)

SCIENCE (S)

SOCIAL STUDIES (SS)

CREATIVE ARTS (CA)

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A special THANKS to the educators at the Lawrence Arts Center Arts-Based Preschool who used their considerable expertise and knowledge to develop the "Creative Arts' standards.

Introduction

This is the third revision of the Kansas Early Learning Standards. The first document was completed in 2006 with a second revision done in 2009. Similar to previous revisions, the current work focused on updating the standards based upon new knowledge and research and the need to align the Kansas Early Learning Standards with the K-12 College and Career Ready Standards. As occurred in past years, the early childhood community worked collaboratively and intensively to develop a high quality and useful document that will be helpful to all early childhood care and education professionals, as well as supporting the work of the K-3 teaching community. Kansas early childhood leaders have worked together over many years and on a wide variety of projects. This document is another result of the extensive collaboration that is a part of the Kansas early childhood education community.

Experience Writes itself in the Anatomy of the Brain -

Guidance from multiple state, local and national sources was sought during the process of reviewing and updating the Kansas Early Learning Standards. Resources from national and state organizations and local school districts as well as Kansas Documents such as the 2012 School Readiness Framework, the Kansas College and Career Ready Standards for K-12 and standards from other states (Ohio, New York, South Carolina) were used to develop a document that is firmly grounded in research, evidence-based educational practices and developmentally appropriate early childhood beliefs and values. The Kansas early childhood community has worked diligently to develop standards that will meet the needs of the children of Kansas and their families by promoting high quality programs that have a consistent standard of high expectations for teachers and education based upon appropriate early learning standards.

The Kansas Early Learning Document is a document that provides information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental sequence of learning for children from birth through kindergarten. It is a dynamic resource that providers and teachers will be able to use as they plan activities for and engage in conversations with young children and their families around early learning. Adults have the responsibility for creating an environment that promotes early learning opportunities for the young children they educate and for whom they care. Children learn through play and active, hands-on learning. Adults must use their knowledge to create experiences that are standards-based and child-focused while also meeting the needs of individual children. For infants and toddlers in particular, these standards must be linked to programs or adult decisions based upon knowledge of child development and individual learning needs, not 'required' child behaviors or skills. In order for ALL children to learn, ALL adults must have the knowledge they need to provide positive and nurturing environments that promote learning. The goal of the Kansas Early Learning Document is to provide the resources and support needed to help make this happen.

The purpose of the Kansas Early Learning Standards

School readiness occurs within a broad context that includes the four components of community, educational environment, family and the individual child. These four components function as interdependent systems of support that have multi-directional influences.

- School Readiness Framework

1. To create a continuum that links early development to school readiness and later learning in school and life;

2. To provide a clear statement of what young children should know and be able to do as a result of experiencing quality early learning opportunities.

3. To provide guidance for early learning professionals that enhance and support their abilities to create experiences that promote early learning opportunities and support families; and

4. To show that during the early years, children acquire skills, knowledge and abilities in all developmental areas (e.g., social-emotional, physical, early literacy, mathematics, music) critical to future learning

In summary, the standards are a shared vision of what children should know and be able to do (Strickland, 2008). They are intended to guide:

- Instruction
- Professional Development
- Assessment decisions
- Information sharing
- Program accountability and evaluation

The Kansas Early Learning Standards -

ARE designed to:

1. Recognize the importance of the early years as learning years.

2. Serve as a guide for appropriate curriculum development/selection.

3. Serve as a guide for creating quality learning environments and opportunities.

Are NOT designed to:

1. Serve as a curriculum in an early childhood program or other setting.

2. Exclude children from a program, school or activity.

3. Serve as an assessment for children, families or programs.

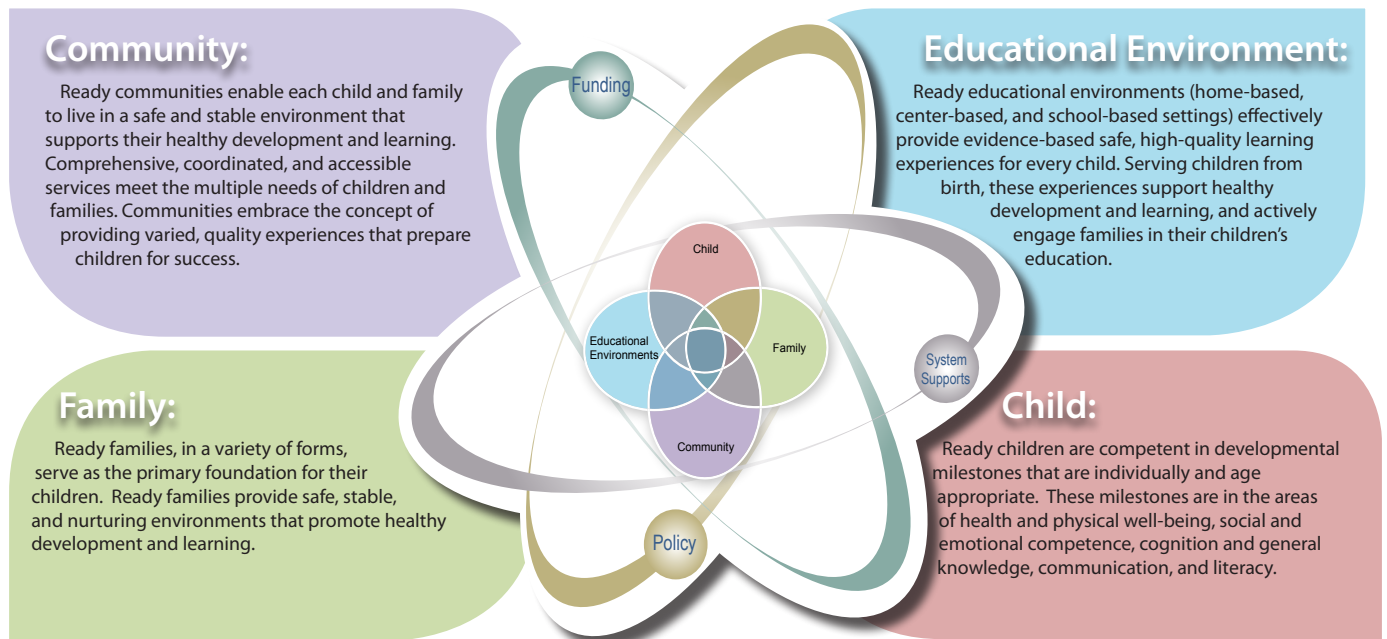The Kansas Mult-Tiered System of Supports (MTSS) facilitates the proper implementation of <u>Kansas Early Learning Standards</u> through the provision of evidenced based instruction and behavioral practices. Such supports are provided in response to the specific instructional and behavioral needs of children and are based on the ongoing and frequent collection of universal screening and progress monitoring data.

The School Readiness Framework: A vision for Kansas

Kansans are dedicated to promoting the success of each child. An essential building block for future achievement and academic success is school readiness. Early childhood experiences, birth to kindergarten entry, that ensure health and physical well-being, and the development of cognitive, communication, and social emotional skills are necessary for school success and have a direct influence on future outcomes.

School readiness occurs within a broad context that includes the four components of community, educational environment, family, and the individual child. These four components function as interdependent systems of support that have multi-directional influences. An effective foundation for school readiness involves policy, funding and systems for children that support their ability to thrive and their success in learning environments throughout their lifespan. The relationship among these parts in achieving school readiness is shown below in the Kansas School Readiness Framework graphic.

Community:

Ready communities enable each child and family to live in a safe and stable environment that supports their healthy development and learning. Comprehensive, coordinated, and accessible services meet the multiple needs of children and families. Communities embrace the concept of providing varied, quality experiences that prepare children for success.

Educational Environment:

Ready educational environments (home-based, center-based, and school-based settings) effectively provide evidence-based safe, high-quality learning experiences for every child. Serving children from birth, these experiences support healthy development and learning, and actively engage families in their children's education.

Family:

Ready families, in a variety of forms, serve as the primary foundation for their children. Ready families provide safe, stable, and nurturing environments that promote healthy development and learning.

Child:

Ready children are competent in developmental milestones that are individually and age appropriate. These milestones are in the areas of health and physical well-being, social and emotional competence, cognition and general knowledge, communication, and literacy.

Funding

Child

Educational Environments

Family

System Supports

Community

Policy

Guiding principles for this document:

(from the 2012 School Readiness Framework)

1. From birth, children are ready to learn. Parents, families and caregivers are children's first teachers.

2. Learning is a lifelong activity and every environment is a learning environment.

3. Children's success in school and in life is everyone's responsibility. Communities, educational environments, families and children are ready to support success.

4. School readiness involves the whole child in the context of the family and the community. This includes the child's health and development in the following areas: physical, social, emotional, cognitive and general knowledge, communication and literacy.

5. Integrated services are available to children, appropriate to the age, abilities, language and culture of each child.

6. Schools are ready to support the success of each child, recognizing their wide range of cultural and linguistic backgrounds, learning experiences and differences in abilities.

7. A strong, direct connection exists in the early years between the quality of children's health and experiences and their later success in school and in life. School readiness in Kansas depends on involvement from public policy, funding and system supports.

Structure of the Document

The Kansas Early Learning Standards are structured to align with the Kansas College and Career Ready Standards (K-12). These early learning standards are structurally and conceptually different than previous versions. They focus on conceptual knowledge and are moving away from the more familiar skill-based learning. Incorporated into the 2013 standards are higher level thinking strategies such as analyzing, evaluation and interpretation. The eight domains have remained the same as in previous versions, with the individual items or standards now written to describe large concepts that incorporate foundational skills and knowledge. These Early Learning Standards are based upon research indicating that the acquisition of these skills and knowledge promotes school success by providing the foundation for later learning.

The Kansas experts that completed the 2013 revision of the Standards believe that these Kansas Early Learning Standards provide insight into what children can do at different ages that lead to later learning in the academic and non-academic areas taught in the more formal school settings of elementary and secondary schools.

Making the Connection

The Kansas Early Learning Standards are structured around domains of learning that include a whole child perspective. The connection between the foundational concepts and skills described in the Kansas Early Learning Standards, the School Readiness Framework and the kindergarten through 3rd grade College and Career Ready standards (multiple content areas) is shown below.

Kansas Early Learning Standards	School Readiness Framework: Indicators and Data Elements	Kindergarten through 3rd Grade: Content standards
The Early Learning Standards provide a set of conceptual knowledge and skills that, when taught intentionally and appropriately in a high quality early learning setting, can promote school readiness and school success.	Indicators and Data elements from the School Readiness Framework, Child Component, are based upon the Kansas Early Learning Standards and provide a way to describe the conceptual knowledge and skills that support success in kindergarten and later school years.	K-3 College and Career Standards are aligned with and supported by the foundational (early learning) concepts and skills and the school readiness Indicators and data elements.

Early Childhood Continuum of Learning

K-12 College and Career Ready Standards

Kansas Early Learning Standards

Birth → **Five** → **Kindergarten** → **Third Grade**
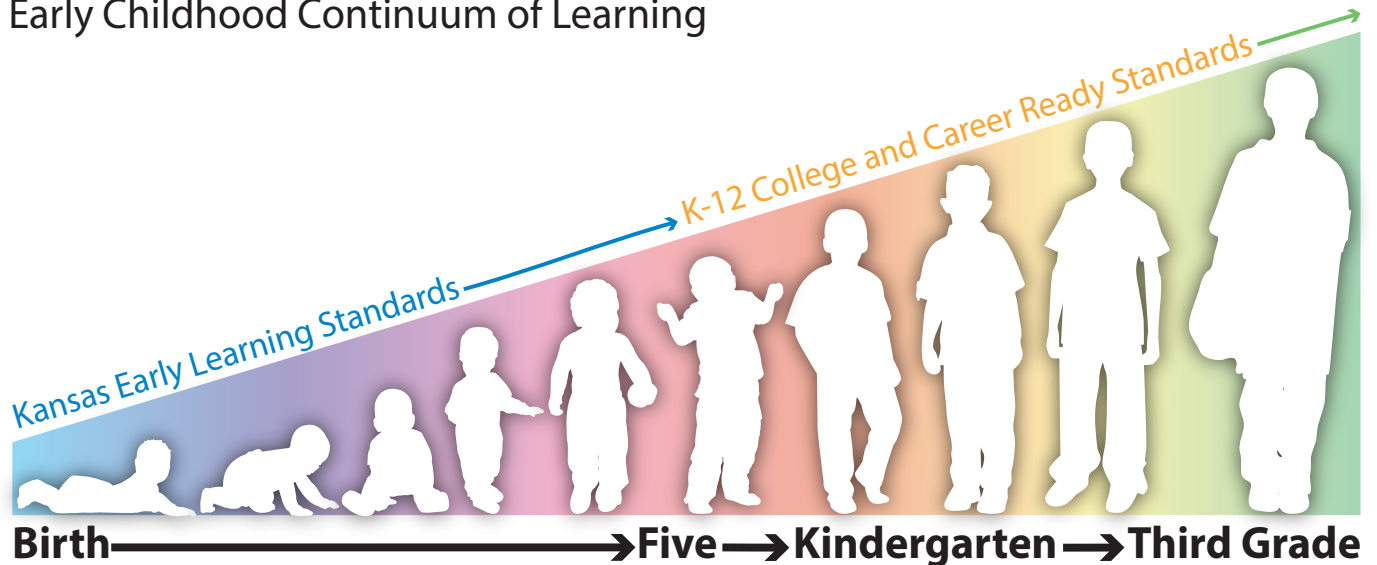
The Kindergarten Transition

The transition to kindergarten is often a difficult event for parents and children. Knowing what kindergarten teachers hope for and expect from the children entering their classroom will help parents and early learning professionals alike to prepare the children in their care for success in kindergarten, school and later life. The 2013 Kansas Early Learning Standards in the 2013 revision includes, where possible, the aligned kindergarten grade standards--clearly showing the continuum of learning from birth through kindergarten. It is hoped that this continuum will provide some insight into the learning and development of young children, thus helping adults support the learning, the joy and the excitement that young children feel as they enter kindergarten.

Kansas schools are required to accept all age-eligible children (five years by August 31st). Kindergarten teachers know that they will have a group of children who have a wide range of abilities and past experiences. Such diversity enriches the excitement and learning in a kindergarten classroom, but can also provide challenges to teachers, administrators and parents. The Kansas Early Learning Standards can help guide best practices that support learning and development in the early years before kindergarten and show the connection to the kindergarten year, promoting appropriate and best practices in the early primary classrooms. The Standards provide support to kindergarten teachers as they strive to meet the learning needs of the children in their classrooms.

All children are born wired for feelings and ready to learn.

- NRC, From Neurons to
  Neighborhoods, (2000), p. 4)

Kansas Early Learning Standards

The Kansas Early Learning Standards are statements describing the skills and knowledge that young children, ages birth through five, should know and be able to do as a result of participating in high quality early childhood programs. This knowledge and ability provides the foundation for future success in kindergarten and later in life. The standards have been aligned with the K-12 content standards - the Kansas College and Career Ready Standards - promoting continuity between early childhood years and the primary grades (K-3). Such continuity can facilitate smooth transitions and clarify communication between programs both vertically and horizontally. This alignment with K-12 supports school readiness as well as school success.

Standards provide guidance for educational professionals' instructional decisions and can be used to promote professional development that will enhance the quality of programs. The format and the language describing the standards matches that of the K-12 College and Career Ready Standards, resulting in a new look. The standards have moved away from a skill-based format, focusing more on conceptual knowledge and incorporating higher level thinking strategies such as analyzing, evaluation and interpretation.

The Kansas Early Learning Standards include the same eight domains or developmental content areas that were in previous versions.

- Approaches to Learning (ATL)
- Physical Development (PHD)
- Social and Emotional Development (SED)
- Communication and Literacy (CL)
- Mathematics (M)
- Science (S)
- Social Studies (SS)
- Creative Arts (CA)

Each developmental content area is now structured into four organizational components:

- Strand – the domain
- Age (grade in K-12) level
- Boxed sub-heading - a sub-set of the strand (domain)
- Standard - a broad concept (formerly called the 'indicator' level)

The Kansas Early Learning Standards reflect a wide range of abilities and expectations while at the same time create a common language from which parents and professionals can discuss children's capabilities and accomplishments, providing a framework for accountability. The use of these standards will ultimately improve instruction and therefore learning, for our young children in Kansas.

Using the Kansas Early Learning Standards as a reference point allows early care and education professionals to improve instructional planning and teaching through alignment of curriculum and other learning activities, providing both uniformity and flexibility. Furthermore, the standards can be used for intentional instruction that can be individualized to meet the needs of all children. The standards set the stage for developing or selecting a curriculum by establishing the critical pieces of knowledge, major concepts and skills that should be taught. **The standards do not take the place of a curriculum.** Curriculum is the organized, planned, content of learning. It identifies a sequence of skills or knowledge that a child may exhibit
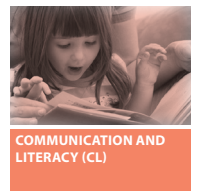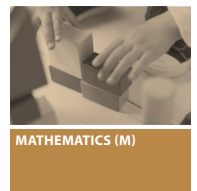
APPROACHES TO LEARNING (ATL)

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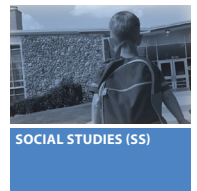
SOCIAL STUDIES (SS)
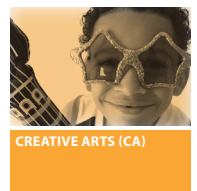
CREATIVE ARTS (CA)

and is structured around a philosophy regarding how children learn. Instructional strategies and methods are used to teach the specified content.

Additionally, the Kansas Early Learning Standards set the stage for meaningful and appropriate assessment by establishing those critical pieces of knowledge and skills as well as major concepts that young children know and understand as a result of participating in a high quality early learning program. This section provides valuable information on what needs to be assessed. Some general guidance on assessment practices and procedures is being developed and will be available in other sections of the Kansas Early Learning Document. Given the multitude of ways in which information can be gathered, the selection of procedures and tools for assessment and planning is left to the discretion of early care and education professionals.

Finally, the Kansas Early Learning Standards promote quality programming for ALL children. The Individuals with Disabilities Act (IDEA) of 2004 guarantees young children with disabilities full access to early childhood programs and the general early childhood curriculum. These standards reflect the framework from which the general curriculum is aligned and therefore provide the starting point from which individual adaptations or modifications can be created to meet the special needs of any child.
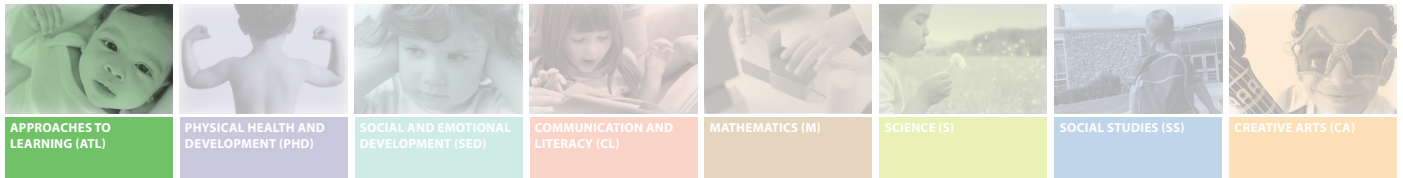
Approaches to Learning

In its report on school readiness, the National Education Goals Panel (1999) suggested that the acquisition of knowledge and skills alone was not a sufficient predictor of children's success. Children must be disposed to use their capacities when presented with learning opportunities. The panel report introduced the term "approaches to learning" to describe the predispositions or styles that reflect the ways that children engage in learning and develop inclinations to pursue it.

Such predispositions may reflect gender, temperament or cultural patterns and values. Consequently, variations in predispositions must be expected and respected. In all cases, children are discovering their own capacities as learners. Regardless of variations in their abilities, all children are able to learn and be successful. Parents, teachers and all caregivers should create safe, stable and consistent environments that provide repeated opportunities for learning. Adults need to first understand the various ways children become involved in learning in order to know how to encourage and enhance their engagement during learning opportunities. This ensures that all children have many opportunities to learn, both independently and within a group. Having times to play alone helps the child become independent and explore the environment.

It is simply a good thing for children to feel enthusiastic about learning to be interested, curious and happy as they learn and to be deeply involved in new and challenging experiences

- *Hyson, M. 2008*

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PERSISTENCE & ENGAGEMENT IN LEARNING

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
■ Engagement and Attention	**ATL.i.1:** Demonstrates awareness of happenings and surroundings. **ATL.i.2:** Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage. **ATL.i.3:** Shows interest in other children.	**ATL.mi.1:** Focuses on an activity, but is easily distracted. **ATL.mi.2:** Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).	**ATL.t.1:** Begins to maintain focus, despite distractions, during brief delays in task. **ATL.t.2:** Plays side-by-side with another child, at times observing, imitating or engaging child in play. **ATL.t.3:** Continues to play when a caregiver leaves the area.	**ATL.p3.1:** Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support. **ATL.p3.2:** Ignores distractions briefly when engrossed in an activity. **ATL.p3.3:** Remembers and follows one or two step directions.	**ATL.p4.1:** Sustains attention to task despite distractions. **ATL.p4.2:** Gathers information through listening. Remembers what was said in brief group discussion.	**No specific standards.**
■ Persistence	**ATL.i.4:** Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	**ATL.mi.3:** Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the 'pick it up' game). **ATL.mi.4:** Executes simple 2-step plan (i.e., means-to-end task).	**ATL.t.4:** Engages in self-initiated activities for a sustained period of time. **ATL.t.5:** Returns to an activity after being distracted.	**ATL.p3.4:** Practices an activity many times until successful.	**ATL.p4.3:** Stays with a task for at least five minutes. **ATL.p4.4:** Carries out tasks, activities, projects or experiences from beginning to end. **ATL.p4.5:** Remains focused on the task at hand even when frustrated or challenged.	**No specific standards.**

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
INITIATIVE ■ **Curiosity and Initiative**	**ATL.i.5:** Shows preferences for certain toys or activities. **ATL.i.6:** Lifts arms toward caregiver to be picked up; explores own fingers and toes.	**ATL.mi.5:** Explores the environment through a variety of senses. **ATL.mi.6:** Chooses toys/things for play.	**ATL.t.6:** Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sand box to fill a hole). **ATL.t.7:** Expresses preferences for familiar people, books, toys and activities; often insists on some choices. **ATL.t.8:** Asks questions about items/objects.	**ATL.p3.5:** Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers). **ATL.p3.6:** Initiates play with other children. **ATL.p3.7:** Explores, practices, understands social roles through play.	**ATL.p4.6:** Seeks new and varied experiences and challenges through play. **ATL.p4.7:** Chooses activities to do alone or with others. **ATL.p4.8:** Invites other children to join groups or activities. **ATL.p4.9:** Makes and follows plans for games or activities with other children.	**No specific standards.**
■ **Sense of Competence**	**ATL.i.7:** Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention). **ATL.i.8:** Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	**ATL.mi.7:** Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play). **ATL.mi.8:** Points or protests to indicate likes and dislikes. **ATL.mi.9:** Expresses and responds to a variety of emotions.	**ATL.t.9:** Refers to own abilities when communicating with others (e.g., "I'll do it!" or "Watch me!"). **ATL.t.10:** May show assertiveness (e.g., giving orders to others). **ATL.t.11:** Feels comfortable in a variety of places with familiar adults.	**ATL.p3.8:** Recognizes own abilities and expresses satisfaction when demonstrating them to others. **ATL.p3.9:** Knows self as part of family, culture, spiritual group or community. **ATL.p3.10:** Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.	**ATL.p4.10:** Shows pride in family composition; recognizes self as important to family and friends. **ATL.p4.11:** Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures). **ATL.p4.12:** Associates emotions with words and facial expressions.	**No specific standards.**

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
CREATIVITY ■ **Problem Solving**	**ATL.i.9:** Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something). **ATL.i.10:** Looks for caregiver response in new or uncertain situation.	**ATL.mi.10:** Seeks out trusted adult for comfort or support and/or accepts adult assistance. **ATL.mi.11:** Tries to do things on own.	**ATL.t.12:** Seeks alternate method when first attempt fails and/or seeks adult assistance. **ATL.t.13:** Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal). **ATL.t.14:** Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	**ATL.p3.11:** Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance. **ATL.p3.12:** Recognizes making a mistake and sometimes is able to correct it. **ATL.p3.13:** Remembers and applies two rules simultaneously (e.g., books go here, trucks there).	**ATL.p4.13:** Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed. **ATL.p4.14:** Can delay gratification for better payoff later; anticipates consequences of own behavior. **ATL.p4.15:** Understands what is real and what is 'make-believe'.	**No specific standards.**
■ **Creativity and Flexibility**	**ATL.i.11:** Shows interest in looking at, feeling or exploring new objects.	**ATL.mi.12:** Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again). **ATL.mi.13:** May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl). **ATL.mi.14:** May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	**ATL.t.15:** Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat). **ATL.t.16:** May change behavior based on previous learning.	**ATL.p3.14:** Creates own ideas for play, using imagination and inventing new ways to use everyday materials. **ATL.p3.15:** Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions. **ATL.p3.16:** Identifies ways to change behavior to respond to desires and needs of others.	**ATL.p4.16:** Invents new activities through play **ATL.p4.17:** Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings. **ATL.p4.18:** Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	**No specific standards.**

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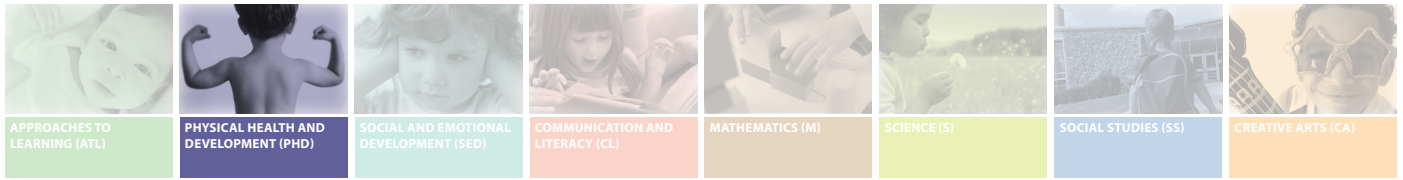
Physical Health and Development

A child's physical development is essential to his total well-being and is basic for living and learning. Physical development includes nutrition, safety, health (physical, vision, hearing, oral), motor development and play skills of all young children. Physical development includes growth and change of the body such as increasing skill and coordination of both fine (small muscle, hand-eye) and gross (large muscle) motor skills, sensory development (vision, hearing, touch, taste, smell) and dental development. Because it impacts the quality of development, attention must be given to physical health (including immunizations), physical activity, safety and nutrition.

The early years set the stage for developing lifelong behaviors, habits and values. Young children need varied opportunities for running, climbing, throwing (for large-muscle development) as well as drawing, cutting, writing (for small-muscle development). It is particularly important for activities to be unstructured and play-oriented. The best opportunities are child selected and intentionally planned to meet child interests and needs, not teacher-directed.

Children [everywhere] play many of the same games and at the same ages because play is a mirror of children's thinking and motor abilities.

- *Hirsh-Pasek, K. and Golinkoff, R. – 2003*

Although adults may need to adjust activities for differences in abilities (either accelerate or delay), all children need a wide range of playful opportunities for optimal physical development.

Children are also learning self-help and adaptive skills during their early years. When children learn to take care of themselves, they are able to wash their hands, brush their teeth and do other self-care tasks.

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PHYSICAL HEALTH AND DEVELOPMENT (PHD)

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
LARGE MOTOR SKILLS	**PHD.i.1:** Crawls through and around objects **PHD.i.2:** Demonstrates strength and control of head, arms, legs and trunk using purposeful movements (e.g., rolls from stomach to back, holds head and torso up on two hands, rocks back and forward while on hands and knees, sits steadily unsupported). **PHD.i.3:** Reaches for objects.	**PHD.mi.1**: Creeps up/down stairs. **PHD.mi.2**: Takes independent steps. **PHD.mi.3**: Throws ball and other objects independently.	**PHD.t.1:** Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up). **PHD.t.2:** Catches a ball with both hands. **PHD.t.3:** Begins to run.	**PHD.p3.1**: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).	**PHD.p4.1**: Demonstrates loco-motor skills with control, coordina-tion and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment). **PHD.p4.2**: Demonstrates coordina-tion in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing). **PHD.p4.3**: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).	**PHD.K.1:** Demonstrates the ability to move using a variety of locomotor skills. **PHD.K.2:** Demonstrates clear contrasts between slow and fast movements traveling in different directions (e.g., sideways, back-ward) and in personal and general space. **PHD.K.3:** Maintains momentary balance in a variety of positions and levels. **PHD.K.4:** Projects objects through space using various means (e.g., rolling, sliding, throwing). **PHD.K.5:** Catches a self-tossed ball after it bounces. **PHD.K.6:** Strikes a balloon repeat-edly with different body parts. **PHD.K.7:** Performs a simple rhythmic pattern.
FINE MOTOR SKILLS	**PHD.i.4:** Transfers objects from one hand to other. **PHD.i.5:** Grasps and releases object using entire hand.	**PHD.mi.4**: Coordinates the use of arms, hands and fingers to accom-plish tasks (e.g., drinks from bottle, cup by self, holds a spoon). **PHD.mi.5**: Coordinates eye-hand movements (e.g., putting things in a box).	**PHD.t.4:** Coordinates the use of arms, hands and fingers to accom-plish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper).	**PHD.p3.2:** Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).	**PHD.p4.4:** With fluency and accu-racy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).	

Kansas Early Learning Standards: PHYSICAL HEALTH AND DEVELOPMENT (PHD)

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
PHYSICAL FITNESS	**PHD.i.6:** Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	**PHD.mi.6:** Participates in active physical play (e.g., crawls and climbs over and under).	**PHD.t.5:** Participates in active physical play (e.g., runs, uses playground equipment).	**PHD.p3.3:** Participates in active play exhibiting strength and stamina.	**PHD.p4.5:** Participates in active play exhibiting strength and stamina.	**PHD.K.8:** Participates in a variety of games that increase breathing and heart rate. **PHD.K.9:** Demonstrates sufficient muscular strength by supporting body weight in various activities.
NUTRITION/HEALTHY EATING	**PHD.i.7:** Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).	**PHD.mi.7:** Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.	**PHD.t.6:** Makes simple food choices and has food preferences, demonstrates a willingness to try new foods.	**PHD.p3.4:** Eats a variety of foods. **PHD.p3.5:** Drinks from a cup without spilling and takes bites from whole foods.	**PHD.p4.6:** Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. **PHD.p4.7:** Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).	

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
PERSONAL HYGIENE	**PHD.i.8:** Signals need by crying (e.g., wet, hungry, tired, etc.).	**PHD.mi.8:** Indicates when pants are wet and need to be changed.	**PHD.t.7:** Washes hands and face with assistance. **PHD.t.8:** May begin to initiate interest in self-toileting.	**PHD.p3.6:** Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders. **PHD.p3.7:** Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	**PHD.p4.8:** Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing). **PHD.p4.9:** Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	
SAFETY	**PHD.i.9:** Shows preference for major caregiver. **PHD.i.10:** Stops/waits when caregiver says "no" or gives a nonverbal cue for alarm/danger.	**PHD.mi.9:** Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	**PHD.t.9:** Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand). **PHD.t.10:** Alerts adults to potential harmful situations.	**PHD.p3.8:** Knows common safety rules that have been discussed or taught. **PHD.p3.9:** Alerts adults to potentially harmful situations.	**PHD.p4.10:** Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first). **PHD.p4.11:** Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill). **PHD.p4.12:** Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).	

APPROACHES TO LEARNING (ATL)	PHYSICAL HEALTH AND DEVELOPMENT (PHD)	SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	COMMUNICATION AND LITERACY (CL)	MATHEMATICS (M)	SCIENCE (S)	SOCIAL STUDIES (SS)	CREATIVE ARTS (CA)

Kansas Early Learning Standards
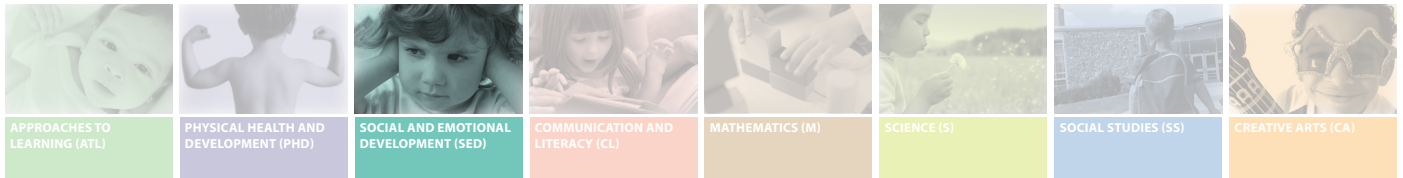
Social-Emotional Development

Social-emotional well-being determines how children think, feel, and act. Social skills are the foundation for optimal learning in all areas of growth and development. It is therefore critical for young children to be nurtured by caring adults to develop socially and emotionally in healthy ways. Parents, teachers, and all caregivers should help young children gain confidence and competence in living and learning with others and functioning independently and cooperatively by providing positive early experiences, especially positive interactions. Children entering kindergarten demonstrate a wide range of social-emotional competence. Social skills, self-regulation, friendship skills and social problem-solving should continue to be taught along side academic skills in early childhood classrooms since they are likewise critical for school success.

The development of social-emotional competence in the first five years of life relies on the developing capacity of the child to:

☐ form close and secure adult and peer relationships;

☐ experience, regulate, and express emotions in socially and culturally appropriate ways; and

☐ explore the environment and learn

- *Center for Social Emotional Foundations for Early Learning, 2008*

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CHARACTER DEVELOPMENT: SED.CD.

Young Infant: "i" (By 8 months)	Mobile Infant: "mi" (By 18 months)	Toddler: "t" (By 36 months)	Pre 3: "p3" (By 48 months)	Pre 4: "p4" (By 60 months)	Kindergarten: "K" (By the end of K)
FOUNDATIONS OF CHARACTER DEVELOPMENT					
■ Develop, implement, promote and model core ethical and performance principles					
N/A	N/A	N/A	**SED.CD.p3.1:** Responds to positive and negative feedback from familiar adults.	**SED.CD.p4.1:** Responds appropriately to positive and negative feedback from adults most of the time.	**SED.CD.K.1:** Recognize and celebrate the natural beneficial consequence of acts of character. **SED.CD.K.2:** Identify community needs in the larger community, discuss effects on the community and identify positive, responsible action. **SED.CD.K.3:** Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate. **SED.CD.K.4:** Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school. **SED.CD.K.5:** Learn about, receive and accept feedback for responsible actions in academic and behavioral skills.
■ Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.					
SED.CD.i.1: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	**SED.CD.mi.1:** Participates in routines and experiences that involve give and take interaction with familiar adults.	**SED.CD.t.1:** Interacts with familiar adults to communicate about experiences, ideas or to solve problems. **SED.CD.t.2:** Feels comfortable in a variety of places with familiar adults.	**SED.CD.p3.2:** Becomes increasingly aware of effects of own behavior on others.	**SED.CD.p4.2:** Recognizes effect of own behavior on others most of the time. **SED.CD.p4.3:** Recognizes examples and non-examples of words and actions that are helpful or hurtful.	**SED.CD.K.6:** Recognize characteristics of a caring relationship. **SED.CD.K.7:** Recognize characteristics of a hurtful relationship.
■ Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture					
SED.CD.i.2: Begins to form relationships with consistent caregivers.	**SED.CD.mi.2:** Demonstrates a secure relationship with at least one consistent caregiver.	**SED.CD.t.3:** Begins to more easily separate from caregiver.	**SED.CD.p3.3:** Shows awareness of feelings of others with adult guidance and support.	**SED.CD.p4.4:** Shows awareness of and responds to feelings of others with adult guidance and support.	**SED.CD.K.8:** Demonstrate caring and respect for others. **SED.CD.K.9:** Describe "active listening".
■ Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.					
N/A	N/A	N/A	**SED.CD.p3.4:** Expresses interests, acceptance, affection for others.	**SED.CD.p4.5:** Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	**SED.CD.K.10:** Recognized and define bullying and teasing k-2: illustrate or demonstrate what "tattling" is and what "telling" or "reporting" is. **SED.CD.K.11:** Model positive peer interactions.

RESPONSIBLE DECISION MAKING & PROBLEM SOLVING: SED.R. *(Page 1 of 2)*

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
■ **Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals**						
	N/A	**SED.R.mi.1:** Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	**SED.R.t.1:** Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	**SED.R.p3.1:** Begin to understand consequences of own actions with adult support.	**SED.R.p4.1:** Anticipates and usually accepts consequences of own actions.	**SED.R.K.1:** Identify and illustrate safe and unsafe situations. **SED.R.K.2:** State the difference between appropriate and inappropriate behaviors. **SED.R.K.3:** Explain the consequences and rewards of individual and community actions.
■ **Organize personal time and managing personal responsibilities effectively**						
	N/A	**SED.R.mi.2:** Anticipates and participates in some familiar routines with adult assistance.	**SED.R.t.2:** Remembers and follows expectations for familiar routines some of the time, but may find it hard to transition from preferred activities.	**SED. R.p3.2**: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	**SED.R.p4.2:** Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	**SED.R.K.4:** Identifies activities scheduled for the day and how much time is spent on each. **SED.R.K.5:** Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.
■ **Play a developmentally appropriate role in classroom management and school governance**						
	SED.R.i.1: Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	**SED.R.mi.3:** Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.	**SED.R.t.3:** Feels comfortable in a variety of places with familiar adults nearby. **SED.R.t.4:** Continues to play when familiar adult leaves area..	**SED.R.p3.3:** Demonstrates confidence by participating in familiar classroom routines. **SED.R.p3.4:** Interacts with familiar adults with varying degrees of comfort. **SED.R.p3.5:** Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	**SED.R.p4.3:** Demonstrates confidence by participating in most classroom activities. **SED.R.p4.4:** Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions. **SED.R.p4.5:** Works with others as part of a team, make decisions with other children, with adult assistance.	**SED.R.K.6:** Participate in individual roles and responsibilities in the classroom and in school. **SED.R.K.7:** Recognize the various roles of the personnel that govern the school (all staff).

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
■ **Develop, implement and model effective problem solving skills**						
	SED.R.i.2: See ATL.i.10	**SED.R.mi.4:** Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	**SED.R.t.5:** See SED.R.t.1	**SED.R.p3.6:** Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult. **SED.R.p3.7:** Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.	**SED.R.p4.6:** Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults. **SED.R.p4.7:** Attempts to solve social problems independently, by negotiation or with adult assistance.	**SED.R.K.8:** Develop self-control skills (e.g., stop, take a deep breath and relax). **SED.R.K.9:** Identify and illustrate the problem. **SED.R.K.10:** Identify desired outcome. **SED.R.K.11:** Identify possible solutions and the pros and cons of each solution. **SED.R.K.11:** Identify and select the best solution. **SED.R.K.12:** Put the solution into action. **SED.R.K.13:** Reflect on the outcome of the solution.

RESPONSIBLE DECISION MAKING & PROBLEM SOLVING: SED.R. *(Page 2 of 2)*

SOCIAL AND EMOTIONAL DEVELOPMENT (SED)

PERSONAL DEVELOPMENT: SED.PD. *(Page 1 of 2)*

Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
SELF-AWARENESS					
■ Understand and analyze thoughts and emotions					
SED.PD.i.1 Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	**SED.PD.mi.1** Communicates a variety of emotions purposefully and intentionally.	**SED.PD.t.1:** Shows awareness of own emotions and uses verbal and nonverbal ways to express simple (e.g., happy, sad, mad, afraid) and more complex emotions (e.g., pride, embarrassment, shame and guilt).	**SED.PD.p3.1:** Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support. **SED.PD.p3.2:** Begins to express and respond to a range of emotions in socially acceptable ways.	**SED.PD.p4.1:** Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support. **SED.PD.p4.2:** Expresses and responds to a range of emotions in socially acceptable ways.	**SED.R.K.14:** Identify and describe basic emotions. **SED.R.K.15:** Identify situations that might evoke emotional responses. **SED.R.K.16:** Identify positive and negative emotions.
■ Identify and assess personal qualities and external supports					
SED.PD.i.2: Begins to understand self as separate person from others.	**SED.PD.mi.2:** Recognizes self as separate person with distinct characteristics.	**SED.PD.t.2:** Shows awareness of self as belonging to one or more groups. **SED.PD.t.3:** Identifies own feelings, needs and interests.	**SED.PD. P3.3**: Describes self by using several basic characteristics. **SED.PD.p3.4:** States basic personal information (e.g., name and age). **SED.PD.p3.5:** Displays awareness of own thoughts and feelings.	**SED.PD.p4.3:** Describes characteristics of self and others. **SED.PD.p4.4:** States more complex personal information (e.g., names of family members, names of neighbors).	**SED.R.K.17:** Identify personal likes and dislikes. **SED.R.K.18:** Identify personal strengths and weaknesses. **SED.R.K.19:** Identify consequences of behaviors. **SED.R.K.20:** Ask clarifying questions. **SED.R.K.21:** Identify positive responses to problems (e.g., get help, try harder, use a different solution). **SED.R.K.22:** Identify people, places and other resources to go for help (e.g., parents, relatives, school personnel).

PERSONAL DEVELOPMENT: SED.PD. *(Page 2 of 2)*

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
SELF-MANAGEMENT						
■ **Understand and practice strategies for managing thoughts and behaviors**	**SED.PD.i.3:** Comforts self in by rocking body or other simple ways. **SED.PD.i.4:** Communicates needs for help through vocalizations and gestures.	**SED.PD.mi.3:** Comforts self in a variety of ways. **SED.PD.mi.4:** Seeks close proximity to familiar adults for security and support, especially when distressed.	**SED.PD.t.4:** Anticipates the need for comfort and tries to prepare for changes in routine. **SED.PD.t.5:** Seeks close proximity to familiar adults for security and support, especially when distressed.	**SED.PD.p3.6:** Makes known personal needs and desires. **SED.PD.p3.7:** Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.	**SED.PD.p4.5**: Expresses preferences in a socially acceptable way a majority of the time. **SED.PD.p3.6:** Develops strategies to express strong emotion and calm self, with adult help.	**SED.R.K.23:** Describe and practice sending effective verbal and non-verbal messages. **SED.R.K.24:** Describe and practice sending effective verbal and non-verbal messages. **SED.R.K.25:** Recognize behavior choices in response to situations.
■ **Reflect on perspectives and emotional responses**	**SED.PD.i.5:** Imitates the expression of feelings of those around them.	**SED.PD.mi.5:** Demonstrates an awareness of others' feelings (e.g., cries or grimaces at the discomfort of others; matches facial expression of caregiver).	**SED.PD.t.6** Demonstrates increasing awareness of others' feelings **SED.PD.t.7** May respond to peer's distress by doing something to make him/her feel better (e.g., say "hug" to crying peer; offer peer their blanket or toy).	**SED.PD.p3.8:** Recognizes own positive and negative feelings when an adult labels them.	**SED.PD.p4.7:** Recognizes and accurately describes own feelings a majority of the time.	**SED.R.K.26:** Describe common responses to failures and disappointments.
■ **Set, monitor, adapt and evaluate goals to achieve success in school and life**	See ATL.i.4	**SED.PD.mi.6:** Seeks to achieve a specific goal (e.g., stretches to reach toy). See ATL.mi.3	See ATL.t.4	**SED.PD.p3.9:** Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.	**SED.PD.p4.8:** Demonstrates age appropriate independence in decision-making regarding activities and materials.	**SED.R.K.27:** Define success and the process of goal setting. **SED.R.K.28:** Identify personal goals and home goals (e.g., dreams, aspirations, hopes). **SED.R.K.29:** Identify factors that lead to goal achievement and success (e.g., confidence, motivation, understanding). **SED.R.K.30:** Identify specific steps for achieving a particular goal.

SOCIAL DEVELOPMENT: SED.SD. *(Page 1 of 2)*

Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
SOCIAL AWARENESS					
■ **Demonstrate awareness of the thoughts, feelings and perspective of others**					
SED.SD.i.1: Reacts to emotional expressions of others.	**SED.SD.mi.1:** Demonstrates awareness of feelings expressed by others.	**SED.SD.t.1:** Begins to identify own feelings, needs and interests and show awareness that others have feelings. **SED.SD.t.2:** Responds in caring ways to another's distress in some situations.	**SED.SD.p3.1:** Expresses concern for the needs of others and people in distress. **SED.SD.p3.2:** Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).	**SED.SD.p4.1:** Demonstrates an understanding of and responds to needs of others and people in distress. **SED.SD.p4.2:** Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	**SED.SD.K.1:** Identify a range of emotions in others (e.g., identify "sad" by facial expression; identify "mad" by tone of voice). **SED.SD.K.2:** Identify possible causes for emotions (e.g., losing dog may make you "sad," your birthday may make you "happy"). **SED.SD.K.3:** Identify possible behaviors and anticipate reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you). **SED.SD.K.4:** Identify healthy personal hygiene habits.
■ **Demonstrate awareness of cultural issues and a respect for human dignity and differences**					
SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.	**SED.SD.mi.2**: Identifies similarities and differences in objects and people by showing and pointing.	**SED.SD.t.3:** Expresses preferences for familiar people, books, toys and activities. **SED.SD.t.4:** Uses previous learning to inform new experiences with people and objects in their environment.	**SED.SD.p3.3:** Compares own characteristics with those of others.	**SED.SD.p4.3:** Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures). **SED.SD.p4.4:** Treats others with respect when conflict or differences occur, given adult support.	**SED.SD.K.5:** Describe ways that people are similar and different. **SED.SD.K.6:** Use respectful language and actions with conflict or differences of opinion.

SOCIAL DEVELOPMENT: SED.SD. *(Page 2 of 2)*

Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
INTERPERSONAL SKILLS					
■ **Demonstrate communication and social skills to interact effectively**					
SED.SD.i.3: Shows interest in other children. **SED.SD.i.4:** Repeats actions that elicit social responses from others.	**SED.SD.mi.3:** Briefly engages in simple interaction with another child.	**SED.SD.t.5:** Plays side-by-side with another child, at times observing, imitating or engaging child in play.	**SED.SD.p3.4:** Follows rules and simple directions (1-2 steps). **SED.SD.p3.5:** Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns). **SED.SD.p3.6:** Begins to participate in conversational turn taking.	**SED.SD.p4.5:** Displays socially competent behavior with peers (e.g., helping, sharing and taking turns). **SED.SD.p4.6:** Participates in conversational turn taking by listening and responding to what was said. **SED.SD.p4.7:** Demonstrates strategies to join a play group with adult support. **SED.SD.p4.8:** Invites other children to join groups or activities.	**SED.SD.K.7:** Follow rules that respect classmates' needs and use polite language (e.g., wait for their turn, stand in line, let classmate finish speaking). **SED.SD.K.8:** Use "I" statements. **SED.SD.K.9:** Pay attention to others when they are speaking. **SED.SD.K.10:** Understand the importance of respecting personal space. **SED.SD.K.11:** Recognize how facial expressions, body language and tone communicate feelings. **SED.SD.K.12**: Take turns and practice sharing. **SED.SD.K.13**: Practice sharing encouraging comments. **SED.SD.K.14**: Identify and demonstrate good manners.
■ **Develop and maintain positive relationships**					
SED.SD.i.5: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	**SED.SD.mi.4:** Participates in routines and experiences that involve mutual give and take interactions with familiar adults.	**SED.SD.t.6:** Seeks out trusted adult for comfort or support. **SED.SD.t.7:** Shows interest in unfamiliar adults with support from familiar adults.	**SED.SD.p3.7:** Shows interest in having a friend.	**SED.SD.p4.9**: Develops friendships with one or two preferred peers. **SED.SD.p4.10:** Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment. **SED.SD.p4.11:** Adjusts behavior to different settings (e.g., "inside voice").	**SED.SD.K.15:** Recognize how various relationships in life are different. **SED.SD.K.16:** Identify and practice appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).
■ **Demonstrate an ability to prevent, manage and resolve interpersonal conflicts**					
N/A	**SED.SD.mi.5:** Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	**SED.SD.t.8:** Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults. **SED.SD.t.9:** Seeks adult assistance when encountering a problem.	**SED.SD.p3.8:** Begins to resolve conflicts with peers, given adult assistance.	**SED.SD.p4.12:** Resolves conflicts with peers, seeking adult assistance when necessary. **SED.SD.p4.13:** Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	**SED.SD.K.17:** Identify conflict. **SED.SD.K.18:** Identify what actions cause conflict. **SED.SD.K.19:** Identify appropriate and inappropriate ways to resolve conflict.
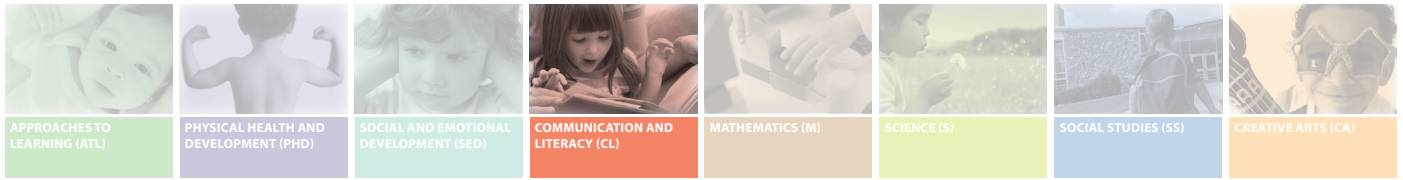
Communication and Literacy Skill Development

Language is not only the vehicle of thought but also its driver. As we communicate through language, we clarify and expand our thinking. Therefore, children must have opportunities to develop ideas through language, listen to others and talk about their thinking. Through language, children discover, generate, express, explore, extend, examine, listen, reflect and refine their ideas and thinking processes.

Children learn not only the language system of those around them but also the values and attitudes that are a part of how language is used. If we just give orders to children, they grow up learning that language is mainly used to control. However, if children are used to talking in a way that allows them to say what they think, to question, to reflect on their thinking and to form new ideas, they will learn the value of language as a means of gaining knowledge and of understanding the world.

> "The relation of thought to word is not a thing but a process."
>
> – *L.S. Vygotsky, Thought and Language*

Literacy is the foundation for creating a well-educated and responsible citizen. Each child must be ready to take advantage of materials, activities and interactions with others to develop reading and writing skills. Printed words in a book or the child's environment are the bridge allowing children to connect their own lives to distant places or to new ideas. Through exposure to quality children's literature, children discover that written words are another way to share ideas. All through the early years, children build their understanding of the purpose of a book or a story, develop an awareness of the alphabet and the ability to write a few letters and expand their use of language to communicate their needs, thought and wishes.

Just as children seem to be compelled to learn language, they are excited about using pictures and letters to communicate. Given appropriate experiences, children are more likely to be successful in learning to read and write.

Dual Language Learners

Did you know:

- 20.3% of Kansas households speak languages other than English.

- 25% of all U.S. children are growing up in dual language homes?

-- *as per the 2010 U.S. Census*

All children under age six are at some stage of developing language, but some may be *dual language learners*. Dual language learners are young children who are learning two or more languages at the same time or are learning a second language while continuing to develop their first or home language.

Research shows that overwhelming young children with a new language at the expense of the home language does not help them learn the new language faster and may, in fact, hinder cognitive development. Therefore early childhood programs that include dual language learners should build learning programs that strongly support continued development in the home language while also scaffolding English skill development.

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Kansas Early Learning Standards: COMMUNICATIONS AND LITERACY STANDARDS (CL)

LITERATURE: CL.L.

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
						Kansas State Standard: Reading Literature (RL)
Key Ideas and Details	**CL.L.i.1**: Sits on adult's lap while being read to and gazes at pictures in books and pats individual pictures.	**CL.L.mi.1:** Responds to a verbal prompt by pointing to requested picture (e.g., "Oh look there is a cow, can you show me the cow?").	**CL.L.t.1**: With prompting and support, asks and answers simple questions about story content using pictures. **CL.L.t.2**: Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear's chair?" C: "It broke").	**CL.L.p3.1:** With prompting and support, asks and answers simple questions about the story content. **CL.L.p3.2:** Uses pictures and illustrations to tell and retell parts of a story.	**CL.L.p4.1:** With prompting and support, asks and answers questions about key details in a text. **CL.L.p4.2:** With prompting and support, retells stories with increasing detail and accuracy. **CL.L.p4.3:** With prompting and support, identifies characters, settings and major events in a story.	**RL.K.1:** With prompting and support, ask and answer questions about key details in a text. **RL.K.2:** With prompting and support, retell familiar stories, including key details. **RL.K.3:** With prompting and support, identify characters, settings and major events in a story.
Craft and Structure	**CL.L.i.2**: Shows interest in books, pictures, songs and rhyming (e.g., cuddles and looks at caregiver's face while being read to, follows caregivers gaze to look at a picture in a book, babbles while being read to).	**CL.L.mi.2:** Actively participates in book reading, story telling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise).	**CL.L.t.3**: Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story).	**CL.L.p3.3:** Asks and answers questions about unknown words/pictures in a book. **CL.L.p3.4 :** Interacts with a variety of common types of texts (e.g., storybooks, poems, songs). **CL.L.p3.5:** Understands that books have both illustrations and print.	**CL.L.p4.4:** Asks and answers questions about unknown words in a text. **CL.L.p4.5:** Students interact with a variety of common types of texts (e.g., storybooks, poems, songs). **CL.L.p4.6:** With prompting and support, can describe the role of an author and an illustrator.	**RL.K.4:** Ask and answer questions about unknown words in a text. **RL.K.5:** Recognize common types of texts (e.g., storybooks, poems). **RL.K.6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	**CL.L.i.3**: Shows interest in photographs of familiar people/objects.	**CL.L.mi.3:** Randomly points to familiar pictures in a book. **CL.L.mi.4:** Names familiar people/objects in photographs.	**CL.L.t.4:** Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story. **CL.L.t.5**: Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).	**CL.L.p3.6:** With prompting and support, makes connections between self, illustrations and the story when taking a "picture walk" of the book. **CL.L.p3.7:** With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., "I have a red cape just like Goldilocks!").	**CL.L.p4.7:** With prompting and support, uses the illustrations to retell major events in the story. **CL.L.p4.8:** With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	**RL.K.7:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **RL.K.8:** Not applicable to Literature. **RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity	**CL.L.i.4**: Listens briefly to stories being read by an adult.	**CL.L.mi.5:** Listens to stories being read by an adult.	**CL.L.t.6 :** Engages in reading activities with an adult and possibly one or two peers.	**CL.L.p3.8:** Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).	**CL.L.p4.9:** Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	**RL.K.10**: Actively engage in group reading activities with purpose and understanding.

INFORMATIONAL TEXT (NON-FICTION): CL.IT. *(Page 1 of 2)*

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
						Kansas State Standard: Reading Informational Text (RI)
■ Key Ideas and Details	**CL.IT.i.1:** See CL.L.i.1.	**CL.IT.mi.1:** Responds to a verbal prompt by pointing to requested picture. (e.g., "Oh look there is a cow, can you show me the cow?")	**CL.IT.t.1:** With prompting and support, asks and answers simple questions about text using pictures. **CL.IT.t.2:** Retells some information from a familiar text using pictures or props as a support with close adult prompting (e.g., T: Here is a picture of a fire truck, what do you know about fire trucks?).	**CL.IT.p3.1:** With prompting and support, asks and answers simple questions about the text. **CL.IT.p3.2:** Retells some details of the text using pictures or props as a support.	**CL.IT.p4.1:** With prompting and support, asks and answers questions about key details in a text. **CL.IT.p4.2:** With prompting and support, retells key details of a text. **CL.IT.p4.3:** With prompting and support, describes the connection between two events or pieces of information in a text.	**RI.K.1:** With prompting and support, ask and answer questions about key details in a text. **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text. **RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
■ Craft and Structure	**CL.IT.i.2:** Shows interest in books and pictures (e.g., cuddles and looks at caregiver's face while being read to; follows caregiver's gaze to look at a picture in a book; babbles while being read to).	**CL.IT.mi.2:** Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to a picture of a dog and makes a barking noise).	**CL.IT.t.3:** Exhibits curiosity and interest in learning new vocabulary. **CL.IT.t.4:** Identifies the front cover of a book in order to orient the book correctly for reading.	**CL.IT.p3.3:** Exhibits curiosity and interest in learning new vocabulary. **CL.IT.p3.4:** Identifies the front and back cover of a book. **CL.IT.p3.5:** Understands that books have both illustrations and print.	**CL.IT.p4.4:** With prompting and support, asks and answers questions about unknown words in a text. **CL.IT.p4.5:** Identifies the front cover, back cover and title page of a book. **CL.IT.P6:** With prompting and support describes the role of an author and an illustrator.	**RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text. **RI.K.5:** Identify the front cover, back cover and title page of a book. **RI.K.6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
■ Integration of Knowledge and Ideas	**CL.IT.i.3:** Randomly points to pictures in a book.	**CL.IT.mi.3:** See CL.L.mi.3.	**CL.IT.t.5:** Draws meaning from pictures, print and text.	**CL.IT.p3.6:** With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented. **CL.IT.p3.7:** Answers simple "wh" questions about the topic presented in the text (e.g., what, where, when, why). **CL.IT.p3.8:** With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	**CL.IT.p4.7:** With prompting and support, use the illustrations to identify key details in the story. **CL.IT.p4.8:** With prompting and support answers "why" questions based on information presented in the text. **CL.IT.p4.9:** With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	**RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). **RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text. **RI.K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

Young Infant: "i" (By 8 months)	Mobile Infant: "mi" (By 18 months)	Toddler: "t" (By 36 months)	Pre 3: "p3" (By 48 months)	Pre 4: "p4" (By 60 months)	Kindergarten: "K" (By the end of K)
					Kansas State Standard: Reading Informational Text (RI)

INFORMATIONAL TEXT (NON-FICTION): CL.IT. *(Page 2 of 2)*

■ **Range of Reading and Level of Text Complexity**

Young Infant: "i"	Mobile Infant: "mi"	Toddler: "t"	Pre 3: "p3"	Pre 4: "p4"	Kindergarten: "K"
CL.IT.i.4: Listens briefly to texts being read with an adult.	**CL.IT.mi.4:** Listens to texts being read by an adult.	**CL.IT.t.6:** See CL.L.t.6. (page 33)	**CL.IT.p3.9:** Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says "I have a car like that" or responds when appropriate to text, with a comment about "my house").	**CL.IT.p4.10:** Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	**RI.K.10:** Actively engage in group reading activities with purpose and understanding.

COMMUNICATIONS AND LITERACY STANDARDS (CL)

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
FOUNDATIONAL SKILLS: CL.F. *(page 1 of 2)*						**Kansas State Standard: Reading Foundation Skills (RF)**
■ **Print Concepts (CL.F-PC)**	**CL.F.i.1:** Explores books by touching, patting and mouthing.	**CL.F.mi.1:** Explores a book by turning the pages (may be more than one at a time or back to front). **CL.F.mi.2:** Plays with objects with letters on them (e.g., alphabet blocks).	**CL.F.t.1 :** Holds book right side up to look at pictures. **CL.F.t.2**: Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).	**CL.F.p3.1:** Demonstrates understanding of the organization and basic features of print. **CL.F.p3.1a:** Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back). **CL.F.p3.1b:** Demonstrates an understanding that print conveys meaning (i.e., environmental print). **CL.F.p3.1c:** Recognizes letters in their name.	**CL.F.p4.1:** Demonstrates understanding of the organization and basic features of print. **CL.F.p4.1a:** Follows words from left to right, top to bottom and page by page. **CL.F.p4.1b:** Recognizes that spoken words are represented in written language by specific sequences of letter. **CL.F.p4.1c:** Recognizes that letters are grouped to form words. **CL.F.p4.1d:** Recognizes and names some upper: and lowercase letters in addition to those in first name.	**RF.K.1:** Demonstrate understanding of the organization and basic features of print. **RF.K.1a**: Follow words from left to right, top to bottom and page by page. **RF.K.1b**: Recognize that spoken words are represented in written language by specific sequences of letters. **RF.K.1c**: Understand that words are separated by spaces in print. **RF.K.1d**: Recognize and name all upper: and lowercase letters of the alphabet.
■ **Phonological Awareness**	**CL.F.i.2:** Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., "ee, ah, da, pa, ma").	**CL.F.mi.3:** Shows a varied response to sounds in the environment. **CL.F.mi.4:** Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them (e.g., smiles, laughs, pats pictures with hand).	**CL.F.t.3:** Differentiates between sounds that are the same and different (e.g., bell vs. drum). **CL.F.t.4:** Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	**CL.F.p3.2:** Plays with the sounds of language. **CL.F.p3.2a:** Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). **CL.F.p3.2b:** Distinguishes whether two words rhyme or not. **CL.F.p3.2c:** Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad). **CL.F.p3.2d:** Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).	**CL.F.p4.2:** Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes): **CL.F.p4.2a:** Recognizes and produces rhyming words. **CL.F.p4.2b:** Blends and segments syllables in spoken words (e.g., /f/+/i/+/sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps). **CL.F.p4.2c:** With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+/og/ = dog). **CL.F.p4.2d:** States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	**RF.K.2b**: Count, pronounce, blend and segment syllables in spoken words. **RF.K.2c**: Blend and segment onsets and rimes of single-syllable spoken words. **RF.K.2d**: Isolate and pronounce the initial, medial vowel and final sounds (i.e., phonemes) in three-phoneme (i.e., consonant-vowel-consonant or CVC) words.* *This does not include CVS ending with /l/, /r/ or /x/.* **RF.K.2e**: Add or substitute individual sounds (i.e., phonemes) in simple, one-syllable words to make new words.

COMMUNICATIONS AND LITERACY STANDARDS (CL)

FOUNDATIONAL SKILLS: CL.F. *(Page 2 of 2)*

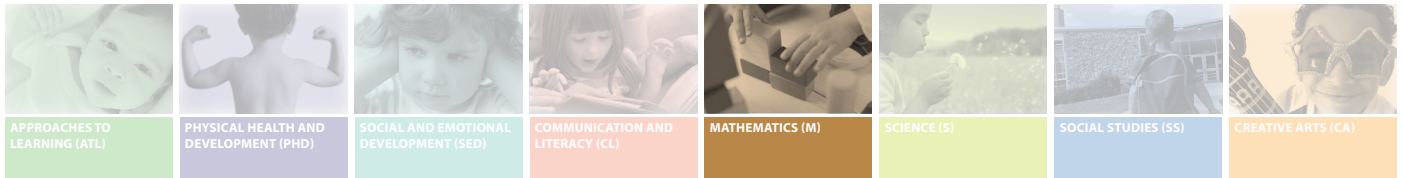| Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
					Kansas State Standard: Reading Foundation Skills (RF)
■ Phonics and Word Recognition					
N/A	N/A	N/A	**CL.F.p3.3:** Knows and applies age-appropriate word analysis skills. **CL.F.p3.3a:** Begins to identify own name in print. **CL.F.p3.3b:** Begins to recognize and "read" familiar words or environmental print.	**CL.F.p4.3:** Knows and applies age appropriate word analysis skills in decoding words. **CL.F.p4.3a:** Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters. **CL.F.p4.3b:** Identifies own name in print. **CL.F.p4.3c:** Recognizes and "reads" familiar words or environmental print.	**RF.K.3:** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.K.3a**: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3b**: Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3c**: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). **RF.K.3d**: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
■ Fluency					
N/A	**CL.F.mi.5:** Begins to vocalize as if reading when looking at a book.	**CL.F.t.5:** "Reading" may capture the tone of voice and stress on words the caregivers have when reading a book.	**CL.F.p3.4:** Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).		**RF.K.4:** Read emergent-reader texts with purpose and understanding.

COMMUNICATIONS AND LITERACY STANDARDS (CL)

	Young Infant: "i" (By 8 months)	Mobile Infant: "mi" (By 18 months)	Toddler: "t" (By 36 months)	Pre 3: "p3" (By 48 months)	Pre 4: "p4" (By 60 months)	Kindergarten: "K" (By the end of K)
WRITING: CL.W. (Page 1 of 2) ■ **Text Types and Purposes**	**CL.W.i.1:** Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it again). **CL.W.i.2:** Grasps objects using entire hand.	**CL.W.mi.1:** Picks up objects between thumb and finger (i.e., pincer grasp). **CL.W.mi.2:** Uses a full-hand grasp to hold a writing tool to make scribbles.	**CL.W.t.1:** Uses thumb and fingers of one hand to hold writing tool. **CL.W.t.2:** Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).	**CL.W.p3.1:** Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.	**CL.W.p4.1:** Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	**Kansas State Standard: Writing (W)** **W.K.1:** Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). **W.K.2:** Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.3:** Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.
■ **Production and Distribution of Writing**	N/A	N/A	N/A	**CL.W.p3.2:** Uses consistent marks to represent name when writing. **CL.W.p3.3:** With guidance and support, imitates shapes and strokes. **CL.W.p3.4:** With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book "My Favorite Animals").	**CL.W.p4.2:** Recognizably writes a majority of the letters in their name. **CL.W.p4.3:** With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed. **CL.W.p4.4:** With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).	**W.K.4:** (Begins in grade 3) **W.K.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **W.K.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

COMMUNICATIONS AND LITERACY STANDARDS (CL)

Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
■ **Research to Build and Present Knowledge**					**Kansas State Standard: Writing (W)**
N/A	N/A	**CL.W.t.3:** Participates in conversations about past events.	**CL.W.p3.5:** Participates in shared writing projects (e.g., contributes to class chart about a topic of interest). **CL.W.p3.6:** With guidance and support from adults, collaborates with peers to recall information from experiences.	**CL.W.p4.5:** Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them). **CL.W.p4.6:** With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	**W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

WRITING: CL.W. *(Page 2 of 2)*

COMMUNICATIONS AND LITERACY STANDARDS (CL)

SPEAKING & LISTENING: CL.SL.

Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
					Kansas State Standard: Speaking and Listening (SL)

■ Comprehension and Collaboration

Young Infant	Mobile Infant	Toddler	Pre 3	Pre 4	Kindergarten
CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others. **CL.SL.i.2:** Listens to and begins to respond to familiar words (e.g., own name, bottle, mom). **CL.SL.i.3:** Uses gestures, movements or vocalizations to gain attention of a familiar person.	**CL.SL.mi.1:** Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head "no", reaches to be lifted up). **CL.SL.mi.2:** Shows understanding of simple requests and of statements referring to people and objects around him or her (e.g., shakes head for "no", says "mama"). **CL.SL.mi.3:** Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).	**CL.SL.t.1:** In a conversation with a peer or caregiver: **CL.SL.t.1a:** Answers simple questions and begins to ask questions using inflection and intonation. **CL.SL.t.1b:** Sustains a conversation with two or more turns. **CL.SL.t.2:** Confirms understanding of information presented orally through verbalizations of one or two words or actions. **CL.SL.t.3:** Uses language to seek help, get information or clarify something that is not understood.	**CL.SL.p3.1:** Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups. **CL.SL.p3.1a**: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion). **CL.SL.p3.1b**: Continues a conversation through three or more exchanges. **CL.SL.p3.2:** Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.	**CL.SL.p4.1:** Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups. **CL.SL.p4.1a:** Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **CL.SL.p4.1b.** Continues a conversation through multiple exchanges, staying on topic. **CL.SL.p4.2:** Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	**SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **SL.K.1a**: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SL.K.1b**: Continue a conversation through multiple exchanges. **SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **SL.K.3:** Ask and answer questions in order to seek help, get information or clarify something that is not understood.

■ Presentation of Knowledge and Ideas

Young Infant	Mobile Infant	Toddler	Pre 3	Pre 4	Kindergarten
CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs. **CL.SL.i.5:** Uses differing cries to signal various needs. **CL.SL.i.6:** Uses some consonant-vowel (CV) combinations (e.g., ba, pa,ma).	**CL.SL.mi.4:** Demonstrates an understanding of a few simple concepts (e.g., puts hands up to indicate they are "so big" or pulls hand away when something is hot). **CL.SL.mi.5:** Speaks so that familiar adults can understand about 50% of what child says.	**CL.SL.t.4:** Uses words to label actions. **CL.SL.t.5:** Expresses wants and needs, likes and dislikes. **CL.SL.t.6:** Speaks so that familiar listeners are able to understand ideas, feeling and need.	**CL.SL.p3.3:** Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events. **CL.SL.p3.4:** Able to describe objects and actions depicted in pictures. **CL.SL.p3.5:** Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	**CL.Sl.p4.3:** Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events. **CL.SL.p4.4:** Able to tell another person about what they have drawn. **CL.SL.p4.5:** Speaks understandably to express ideas, feelings and needs.	**SL.K.4:** Describe familiar people, places, things and events and, with prompting and support, provide additional detail. **SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail. **SL.K.6:** Speak audibly and express thoughts, feelings and ideas clearly.

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
	■ **Conventions of Standard English**					**Kansas State Standard: Language (L)**
LANGUAGE STANDARDS: CL.LS. *(part 1 of 2)*	**N/A**	**N/A**	**N/A**	**CL.LS.p3.1:** Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking. **CL.LS.p3.1a**: Begins to make letter like forms and print some letters (e.g., letters in their name). **CL.LS.p3.1b**: Uses frequently occurring nouns and verbs when speaking. **CL.LS.p3.1c**: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). **CL.LS.p3.1d**: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how). **CL.LS.p3.1e**: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **CL.LS.p3.1f**: Communicates using at least 3-4 word sentences. **CL.LS.p3.2:** Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.	**CL.LS.p4.1:** Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking. **CL.LS.p4.1a**: Prints some upper- and lower-case letters (e.g., letters in their name). **CL.LS.p4.1b**: Uses frequently occurring nouns and verbs. **CL.LS.p4.1c**: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). **CL.LS.p4.1d**: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how). **CL.LS.p4.1e**: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **CL.LS.p4.1f**: Produces complete sentences in shared language activities. **CL.LS.p4.2:** Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or "trk" for truck) and usually writing from left to right. May reverse some letters.	**L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.K.1a:** Print many upper: and lowercase letters. **L.K.1b:** Use frequently occurring nouns and verbs. **L.K.1c**: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). **L.K.1d:** Understand and use question words (i.e., interrogatives) (e.g., who, what, where, when, why, how). **L.K.1e:** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **L.K.1f:** Produce and expand complete sentences in shared language activities. **L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. **L.K.2a:** Capitalize the first word in a sentence and the pronoun I. **L.K.2b:** Recognize and name end punctuation. **L.K.2c:** Write a letter or letters for most consonant and short-vowel sounds (i.e., phonemes). **L.K.2d:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

COMMUNICATIONS AND LITERACY STANDARDS (CL)

LANGUAGE STANDARDS: CL.LS. *(part 2 of 2)*

Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
■ **Vocabulary Acquisition and Use**					**Kansas State Standard: Language (L)**
CL.LS.i.1: Recognizes the names of familiar people and objects (e.g., looks at mommy when someone says "where's mommy?", reaches for bottle when asked "do you want your bottle?").	**CL.LS.mi.1:** Shows understanding of simple requests and of statements referring to familiar people and objects around him/her (e.g., looks toward door when caregiver says, "Your daddy's here").	**CL.LS.t.1:** Shows an understanding of requests and statements referring to familiar people and objects (e.g., when asked "Where is your bear," child is able to retrieve the bear and show it to the caregiver or friend).	**CL.LS.p3.3:** Provides a label when given a "child-friendly" definition of a familiar word (e.g., what is round and bounces: a ball). **CL.LS.p3.4:** With guidance and support from adults, explores word relationships and nuances in word meanings. **CL.LS.p3.4a:** Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out). **CL.LS.p3.4b:** Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **CL.LS.p3.5:** With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	**CL.LS.p4.3:** Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison) **CL.LS.p4.4:** With guidance and support, explores word relationships and nuances in word meanings. **CL.LS.p4.4a**: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out). **CL.LS.p4.4b**: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **CL.SL.p4.5:** With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	**L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **L.K.4a:** Identify new meanings for familiar words and use them accurately (e.g., knowing duck is a bird and learning the verb to duck). **L.K.4b:** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings. **L.K.5a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L.K.5b:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (i.e., antonyms). **L.K.5c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful). **L.K.5d:** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **L.K.6:** Use words and phrases acquired through conversations, reading and being read to and responding to texts.

APPROACHES TO LEARNING (ATL) PHYSICAL HEALTH AND DEVELOPMENT (PHD) SOCIAL AND EMOTIONAL DEVELOPMENT (SED) COMMUNICATION AND LITERACY (CL) MATHEMATICS (M) SCIENCE (S) SOCIAL STUDIES (SS) CREATIVE ARTS (CA)

Kansas Early Learning Standards

Mathematical Knowledge

Research is showing us that we have underestimated the ability of young children to do math and solve problems. We are finding out that long before entering school, young children spontaneously explore and use mathematics and do it naturally. Children at play begin to learn essential math skills such as counting, equality, addition, subtraction, estimation, planning, patterns, classification and measurement. They compare, notice similarities and differences, and group toys and materials. This ability to organize information into categories, quantify data and solve problems helps children learn about time, space and numbers. Over time, they develop the vocabulary and skills to:

- Measure
- Describe patterns
- Express order and position
- Describe relationships between objects in the environment.

Mathematics helps children make sense of the physical and social worlds around them and the naturally incorporate math as they make comments such as:

- "He has more than I do!"
- "That won't fit in there, it's too big."
- "I can't move it, it's too heavy."

Mathematical knowledge is too important to be left to chance and should be connected to children's daily lives to make it meaningful. By taking advantage of these moments when children are naturally using math and by carefully planning a variety of experiences with mathematical ideas in mind, parents, caregivers and teachers can cultivate and extend children's natural interest in math. It is vital for young children to develop confidence in their ability to understand and use mathematics and to see mathematics as something they can do. Positive experiences with using mathematics to solve problems help children to develop curiosity, imagination, flexibility, inventiveness and persistence which all combine to contribute to their future success in and out of school.

> "Most children are motivated to learn by an intense desire to make sense out of their world and achieve the competencies desired by the culture."
>
> - Sue Bredekamp, *Developmentally Appropriate Practice in Early Childhood*

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MATHEMATICS (M)

COUNTING & CARDINALITY: M.CC. (page 1 of 2)
(Knowing the last number you counted in the set)

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
■ Know number names and the count sequence						
	N/A	**M.CC.mi.1:** Names some number words but not in sequence.	**M.CC.t.1**: Verbally counts in sequence to 3.	**M.CC.p3.1:** Counts in sequence to 10. **M.CC.p3.2:** Demonstrates an understanding that number names can be represented with a written numeral.	**M.CC.p4.1:** Counts in sequence to 30. **M.CC.p4.2:** Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects). **M.CC.p4.3:** Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	**M.CC.K.1:** Count to 100 by ones and by tens. **M.CC.K.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **M.CC.K.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
■ Count to tell the number of objects						
	N/A	**M.CC.mi.2:** Attends to quantities when interacting with objects (e.g., communicates "more" and "all gone" when eating from a bowl of cheerios, fills containers of different sizes with objects).	**M.CC.t.2:** Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much (e.g., uses words such as "one, two, more, little, a lot"). **M.CC.t.3:** Matches large pegs to holes using one-to-one correspondence.	**M.CC.p3.3:** Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area). **M.CC.p3.4:** Spontaneously counts for own purposes. **M.CC.p3.5:** Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).	**M.CC.p4.4:** Understands the relationship between numbers and quantities to 10; connect counting to cardinality. **M.CC.p4.4a:** Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table). **M.CC.p4.4b1**: Understands that the last number name said tells the numbers of objects counted (cardinality). **M.CC.p4.4b2:** Understands that the number of objects remains the same regardless of the order in which the objects were counted. **M.CC.p4.4c:** Demonstrates an understanding that each successive number name refers to a quantity that is one larger. **M.CC.p4.5:** Counts to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.	**M.CC.K.1:** Understand the relationship between numbers and quantities; connect counting to cardinality. **M.CC.K.1a:** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **M.CC.K.1b:** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **M.CC.K.1c:** Understand that each successive number name refers to a quantity that is one larger. **M.CC.K.2:** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

MATHEMATICS (M)

	Young Infant: "i" (By 8 months)	Mobile Infant: "mi" (By 18 months)	Toddler: "t" (By 36 months)	Pre 3: "p3" (By 48 months)	Pre 4: "p4" (By 60 months)	Kindergarten: "K" (By the end of K)
COUNTING & CARDINALITY: M.CC. (page 2 of 2) *(Knowing the last number you counted in the set)*	**M.CC.i.1**: Holds an object in each hand.	**M.CC.mi.3:** Places objects using one to one correspondence but does not fully understand this created equal groups (e.g., child places one toy in each container during play but doesn't understand there are the same number of toys and containers).	**M.CC.t.4:** Demonstrates an understanding that one collection has more than another when the collections are quite different in size (one collection is at least twice the other).	**M.CC.p3.6:** Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5. **M.CC.p3.7:** When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	**M.CC.p4.6:** Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend's names and indicates who has more or less). **M.CC.p4.7:** Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items). **M.CC.p4.8:** Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	**M.CC.K.1**: Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g., by using matching and counting strategies). **M.CC.K.2:** Compare two numbers between 1 and 10 presented as written numerals.

■ **Compare Numbers**

MATHEMATICS (M)

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
OPERATIONS & ALGEBRAIC THINKING: M.OA.						

■ **Understand addition as putting together and adding to and understand subtraction as taking apart and taking from**

Young Infant: "i"	Mobile Infant: "mi"	Toddler: "t"	Pre 3: "p3"	Pre 4: "p4"	Kindergarten: "K"
M.OA.i.1: Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).	**M.OA.mi.1:** Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo).	**M.OA.t.1**: Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates "I have more"). **M.OA.t.2**: Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a repeating pattern in a storybook (e.g., "Brown Bear, Brown Bear, What do You See?').	**M.OA.p3.1:** Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates "Two"). **M.OA.p3.2:** Uses concrete objects including shapes to copy simple patterns.	**M.OA.p4.1:** Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?). **M.OA.p4.2:** Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects. **M.OA.p4.3:** Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100's chart).	**M.OA.K.1**: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations. **M.OA.K.2**: Solve addition and subtraction word problems and add and subtract within 10 (e.g., by using objects or drawings to represent the problem). **M.OA.K.3**: Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). **M.OA.K.4**: For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation. **M.OA.K.5**: Fluently add and subtract within 5.

MATHEMATICS (M)

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
MEASUREMENT & DATA: M.MD.	■ **Describe and compare measurable attributes**					
	M.MD.i.1: Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).	**M.MD.mi.1:** Shows awareness of the size of objects where the size difference is great (e.g., communicates "big ball", shows a preference for the bigger over the smaller toy).	**M.MD.t.1:** Starts to use words to describe measurable attributes (e.g., big, heavy, empty).	**M.MD.p3.1:** Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims "That's heavier!").	**M.MD.p4.1:** Describes and compares objects using measurable attributes (length, size, capacity and weight). **M.MD.p4.2:** Directly compares two objects with a measurable attribute in common to see which objects has "more of "/ "less of " the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).	**M.MD.K.1:** Describe measurable attributes of objects (e.g., length or weight). Describe several measurable attributes of a single object. **M.MD.K.2:** Directly compare two objects with a measurable attribute in common, to see which object has "more of "/ "less of " the attribute and describe the difference (e.g., directly compare the heights of two children and describe one child as taller/shorter).
	■ **Classify objects and count the number of objects in each category**					
	M.MD.i.2: Notices the difference between familiar and unfamiliar people, objects and places (e.g., looks back and forth between people or objects as if comparing them; explores objects by banging, shaking or hitting them).	**M.MD.mi.2** Matches two objects that are the same and selects similar items from a group (e.g., matches two identical toys, points out all the blue plates at snack).	**M.MD.t.2:** Groups two or more objects by one attribute (e.g., labels all the big animals "mama" and the small animals "baby", puts all the red items in one pile and the non red items in another). **M.MD.t.3:** Names groups of 1-2 items (e.g., shown an pair of shoes says "two shoes") (precursor to subitizing).	**M.MD.p3.2:** Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).	**M.MD.p4.3:** Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity. **M.MD.p4.4:** Collects data by categories to answer simple questions.	**M.MD.K.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

MATHEMATICS (M)

GEOMETRY: M.G.

	Young Infant: "i" (By 8 months)	Mobile Infant: "mi" (By 18 months)	Toddler: "t" (By 36 months)	Pre 3: "p3" (By 48 months)	Pre 4: "p4" (By 60 months)	Kindergarten: "K" (By the end of K)
■ Identify and Describe Shapes						
	M.G.i.1: Exhibits some sense of size, color and shape recognition of objects in the environment.	**M.G.mi.1:** Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).	*(Circles, squares, typical triangles)* **M.G.t.1:** Demonstrates an understanding of simple location/position words (e.g., under, in, out). **M.G.t.2:** Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).	*(Squares, circles, triangles, rectangles)* **M.G.p3.1:** Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away). **M.G.p3.2:** Correctly names shapes regardless of their orientations or overall size.	*(Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)* **M.G.p4.1:** Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to). **M.G.p4.2:** Correctly name shapes regardless of their orientations or overall size.	*(Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)* **M.G.K.1:** Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to). **M.G.K.2:** Correctly name shapes regardless of their orientations or overall size. **M.G.K.3:** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
■ Analyze, compare, create and compose shapes						
	M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	**M.G.mi.2:** Uses trial and error strategies to fit objects together (e.g., experiments with how objects fit in space: stack, sorts, dumps, pushes, pulls, twists, turns).	**M.G.t.3:** Manipulates shapes to place in a form board or simple puzzle.	**M.G.p3.3:** Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length). **M.G.p3.4**: Decomposes shapes (i.e., "take apart" into smaller shapes) by trial and error.	**M.G.p4.3:** Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **M.G.p4.4:** Creates shapes during play by building, drawing, etc. **M.G.p4.5:** Puts together several shapes to make a picture and fill simple outline puzzles.	**M.G.K.4:** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to de- scribe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **M.G.K.5:** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **M.G.K.6:** Compose simple shapes to form larger shapes (e.g., "Can you join these two triangles with full sides touching to make a rectangle?").

| APPROACHES TO LEARNING (ATL) | PHYSICAL HEALTH AND DEVELOPMENT (PHD) | SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | COMMUNICATION AND LITERACY (CL) | MATHEMATICS (M) | SCIENCE (S) | SOCIAL STUDIES (SS) | CREATIVE ARTS (CA) |

Kansas Early Learning Standards

Science

Science learning provides children with the opportunity to explore, investigate and problem-solve. Through children's science explorations, they learn to record and document their observations of changes, identify patterns and discuss relationships to help build understanding. Science feeds the curiosity of children - and the scientific problem solving of investigative play supports and enhances children's learning, helping them to better understand their world. Using a curriculum aligned with the science standards adults can provide these experiences through intentional teaching. Children at all ages need to learn a variety of age appropriate strategies to safely explore their world.

Children are naturally curious. The desire to question, hypothesize, explore and investigate is part of their very being.

- *Busse,S. Jacobs, G. and Anderson-Topete, T.; 2013*

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SCIENCE STANDARDS (S)

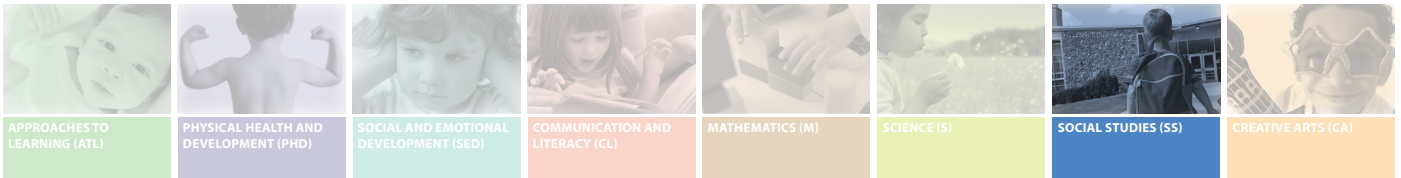|	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
						Kansas Early Learning Standard
MOTION & STABILITY: FORCES & INTERACTIONS	**S.i.1:** Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies). **S.i.2:** Repeats behaviors to figure out cause and effect (e.g., shakes a rattle to make the sound; toy released from up high always drops down).	**S.mi.1:** Purposefully initiates actions on objects to make things happen (e.g., banging on pots / pan, touches different parts of a musical toy to make the music start again). **S.mi.2:** Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).	**S.t.1:** Demonstrates an understanding of basic cause and effect. **S.t.2:** Acts upon objects to see any novel movement their action causes (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).	**S.p3.1:** Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).	**S.p4.1:** Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines). **S.p4.2:** Recognizes and describes the effect of his/her own actions on objects.	**K-PS2-1:** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **K-PS3-C:** Relationship between energy and forces. A bigger push or pull makes things go faster. **K- PS2-2:** Analyze data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull. **K-PS2-A:** Forces and Motion- pushes and pulls can have different strengths and directions. **K-PS2-B:** Types of Interactions- when objects touch or collide, they push one another and can change motion.
ENERGY	N/A	N/A	N/A	**S.p3.2:** Makes simple observations of the characteristics of the sun (e.g., "The sun is bright!"" It's hot out here in the sun." "At night it gets dark because the sun goes away").	**S.p4.3:** Demonstrates an understanding that the sun provides light and warmth.	**K- PS3-1:** Make observations to determine the effect of sunlight on Earth's surface. **K-PS3-2:** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. **K-PS3-3-B:** Conservations of Energy and Energy Transfer- sunlight warms the Earth's surface.

SCIENCE STANDARDS (S)

	Young Infant: "i" (By 8 months)	Mobile Infant: "mi" (By 18 months)	Toddler: "t" (By 36 months)	Pre 3: "p3" (By 48 months)	Pre 4: "p4" (By 60 months)	Kindergarten: "K" (By the end of K)
						Kansas Early Learning Standard
FROM MOLECULES TO ORGANISMS: STRUCTURES & PROCESSES	**S.i.3:** Shows interest in animals.	**S.mi.3:** Shows interest in living things and observes and/or engages with them in a respectful way (e.g., is gentle with animals, plants).	**S.t.3:** Names familiar objects, animals, body parts (e.g., arm, hand, arm). **S.t.4:** Begins to identify traits of living things (e.g., the sound a duck makes). **S.t.5:** Demonstrates an understanding that people and animals need food and water to live.	**S.p3.3:** Notices and asks questions about what is the same and what is the difference between categories of plants and animals. **S.p3.4:** Understands that living things need air, water and food.	**S.p4.4:** Asks /answers questions about objects, organisms and events in their environments. **S.p4.5:** Understands and is able to explain why plants and animals need air, food and water.	**K-LS1-1:** Use observations to describe patterns of what plants and animals (including humans) need to survive. **K-LS1-C:** Organization for Matter and Energy Flow in Organisms- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

SCIENCE STANDARDS (S)

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
						Kansas Early Learning Standard
EARTH'S SYSTEMS	**S.i.4:** Turns head toward or away from weather.	**S.mi.4:** Demonstrates a variety of responses to changes in weather.	**S.t.6:** Beginning to identify weather occurrences (e.g., sun, rain, snow).	**S.p3.5:** Identifies weather occurences (e.g., sun, rain and snow). **S.p3.6:** Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).	**S.p4.6:** Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy). **S.p4.7:** Observes and explains how plants and animals respond to changes in the environment and in seasons. **S.p4.8:** Understands: (1) how actions people take may change the environment and (2) the impact actions have an on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).	**K-ESS2-1:** Use and share observations of local weather conditions to describe patters over time. **K-ESS2-D:** Weather and Climate- weather is the combination of sunlight, wind, snow or rain and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. **K-ESS2-1:** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. **K-ESS2.E:** Biogeology - plants and animals can change their environment. **K-ESS3-C:** Human Impacts on Earth Systems- Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.

SCIENCE STANDARDS (S)

Young Infant: "i" (By 8 months)	Mobile Infant: "mi" (By 18 months)	Toddler: "t" (By 36 months)	Pre 3: "p3" (By 48 months)	Pre 4: "p4" (By 60 months)	Kindergarten: "K" (By the end of K)
					Kansas Early Learning Standard
N/A	N/A	**S.t.7:** Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water). **S.t.8:** Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.	**S.p3.7:** Comments on an animal's appearance, behavior or habitat. **S.p3.8:** Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics). **S.p3.9:** Makes comments about the weather. (e.g., it's cold, it's windy). **S.p3.10:** Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).	**S.p4.9:** Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water). **S.p4.10:** Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking). **S.p4.11:** Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat). **S.p4.12:** Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).	**K-ESS3-1:** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. **K-ESS3-A:** Natural Resources- Living things need water, air and resources from the land and they live in places that have the things they need. Humans use natural resources for everything they do. **K-ESS3-2:** Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather. **K-ESS3-B:** Natural Hazards- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. **K-ESS3-3:** Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment. **K-ESS3-C:** Human Impacts on Earth Systems- things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things.

EARTH & HUMAN ACTIVITY

APPROACHES TO LEARNING (ATL)

PHYSICAL HEALTH AND DEVELOPMENT (PHD)

SOCIAL AND EMOTIONAL DEVELOPMENT (SED)

COMMUNICATION AND LITERACY (CL)

MATHEMATICS (M)

SCIENCE (S)

SOCIAL STUDIES (SS)

CREATIVE ARTS (CA)

Kansas Early Learning Standards

Social Studies

Young children need to learn about and understand life within their families and communities. Part of living is understanding family life, the impact of culture and how to live and eventually work together for the good of the community and themselves (i.e., how it all works). 'Social studies' includes learning about the world in which one lives - and understanding how one's family and community fit into a larger world of the state and the country. Young children need to begin their social studies within their own family and progress to understanding about how other families, larger groups or communities work and influence their lives. Through daily life experiences, children will begin to understand the impact of weather, the use of money, how they are making choices and accepting consequences, and the concept of time and what it means within their lives. Young children need to understand how life 'works' and how to incorporate that understanding into daily choices.

Children are born with an innate urge to connect with the people and things in the world.

- *Copple, C. 2012*
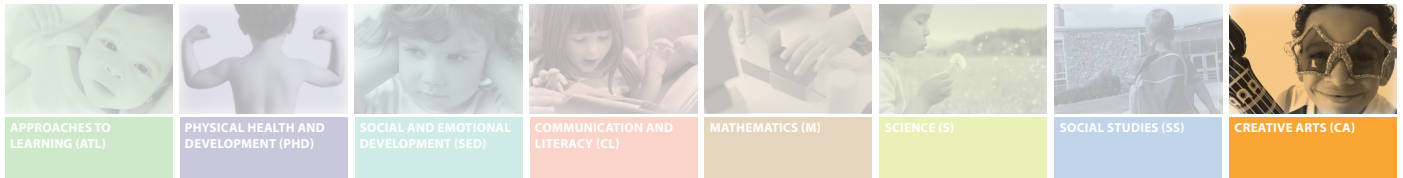
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SOCIAL STUDIES (SS)

	Young Infant: "i" (By 8 months)	Mobile Infant: "mi" (By 18 months)	Toddler: "t" (By 36 months)	Pre 3: "p3" (By 48 months)	Pre 4: "p4" (By 60 months)	Kindergarten: "K" (By the end of K)
GOVERNMENT	**SS.i.1:** Shows awareness of self and of other people.	**SS.mi.1:** Prefers familiar adults over strangers.	**SS.t.1:** Identifies family members by name.	**SS.p3.1:** Names family members by relationships (e.g., dad, sister, cousin).	**SS.p4.1:** Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	**SS.K.1:** Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).
ECONOMICS	**SS.i.2:** Demonstrates beginning awareness of objects in the environment.	**SS.mi.2:** Identifies objects as "mine."	**SS.t.2:** Shares with others and takes turns with adult guidance.	**SS.p3.2:** Trades or exchanges materials or objects with others. **SS.p3.3:** Discriminates between "yours" and "mine."	**SS.p4.2:** Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available). **SS.p4.3:** Demonstrates an understanding that money can be exchanged for goods and services.	**SS.K.1:** Understands that a person cannot have everything he/she wants, so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer). **SS.K.2:** Explains what he/she gives up when a choice is made. **SS.K.3:** Understands the use of money to purchase goods and services. **SS.K.4:** Discusses the benefits of saving money. **SS.K.5:** Gives examples of types of jobs that he/she does within the family.

SOCIAL STUDIES (SS)

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
GEOGRAPHY	N/A	**SS.mi.3:** Demonstrates an understanding that objects and persons exist when not in sight.	**SS.t.3:** Talks about objects and people in familiar environments (e.g., home, grocery store).	**SS.p3.4:** Uses words to indicate direction. **SS.p3.5:** Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home). **SS.p3.6:** Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	**SS.p4.4:** Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, here/there). **SS.p4.5:** Creates simple "maps" or drawings of familiar places. **SS.p4.6:** Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom). **SS.p4.7:** Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat). **SS.p4.8:** With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).	**SS.K.6:** Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, left/right, near/far, here/there). **SS.K.7:** Locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas). **SS.K.8:** Describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school). **SS.K.9:** Describes seasonal changes and how they affect an individual. **SS.K.10:** Identifies ways people can maintain or improve the quality of their environment.

SOCIAL STUDIES (SS)

Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
N/A	**SS.mi.4:** Recognizes and anticipates familiar routines.	**SS.t.4:** Identifies routines and common occurrences in his/her life. **SS.t.5:** Recognizes the start and end of an event (e.g., clapping at the end of a song).	**SS.p3.7** Questions why and/or how people are similar or different. **SS.p3.8:** Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., "when I was a baby…", " or before I moved into my new house...").	**SS.p4.9** Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play. **SS.p4.10:** Names city and state where he/she lives. **SS.p4.11:** Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	**SS.K.11:** Identifies and explains how tools and technology used in the home/school meet people's needs. **SS.K.12:** Explains how each individual has a personal history. 2. (A) compares and contrasts his/her own life with life in a city and/or a rural community. **SS.K.13:** Identifies family customs and traditions and explains their importance. **SS.K.14:** Understands that Kansas is a state in the United States and the significance of Kansas Day as the celebration of the state's birthday. **SS.K.15:** Locates the state of Kansas using a map of the United States. **SS.K.16:** Recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo). **SS.K.17:** Places events in sequential order. **SS.K.18:** Uses information to find main idea. **SS.K.19:** Scans historic photographs to gain information. **SS.K.20:** Asks questions, shares information and discusses ideas about the past.

KANSAS, UNITED STATES & WORLD HISTORY

APPROACHES TO LEARNING (ATL)

PHYSICAL HEALTH AND DEVELOPMENT (PHD)

SOCIAL AND EMOTIONAL DEVELOPMENT (SED)

COMMUNICATION AND LITERACY (CL)

MATHEMATICS (M)

SCIENCE (S)

SOCIAL STUDIES (SS)

CREATIVE ARTS (CA)

Kansas Early Learning Standards

Creative Arts

Creativity and creative expression are not found only in the arts, but throughout all areas of learning. The arts provide opportunities for safe exploration of materials and a child's environment, fostering new ways of thinking through playful expression. Daily opportunities for creative expression and aesthetic appreciation provide a way for meaningful integration of the arts into children's learning in all domains, including academic, creative and social development.

All children want to explore, experiment, practice what they know and understand and discover new relationships. As children develop, they experience their world through play, learning to respond thoughtfully and sensitively to their environment. Play is the way for children to interpret their real and imagined worlds within a safe environment; to express curiosity, feelings and understandings; and to discover and appreciate aspects of culture and heritage. Through music, movement, drama, dance and visual arts, children can share themselves and their creativity expanding their skills and knowledge. Play through the Creative Arts provides children with the opportunities for creative, high level learning supporting and enhancing pre-academic and academic learning in domains such as math, literacy, social studies and science.

Research indicates that a child who is exposed to the arts will have a better chance to grow up to be a more creative, imaginative, expressive, confident, self-reliant and critically thinking adult.

- *International Child Art Foundation*

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DANCE	**CA.i.1: Physical:** **CA.i.1a:** Moves body parts (e.g., sits with support). **CA.i.1b:** Can focus on an object and follow it with focus.	**CA.mi.1: Physical:** **CA.mi.1a:** Pulls up to standing. **CA.mi.1b:** Sits without support.	**CA.t.1: Physical:** **CA.t.1a:** Moves head, arms, legs, knees, elbows, fingers, toes in isolation. **CA.t.1b:** Walks, runs, jumps.	**CA.p3.1: Physical:** **CA.p3.1a:** Explores moving all body parts in isolation. **CA.p3.1b:** Explores cross lateral movements.	**CA.p4.1: Physical:** **CA.p4.1a:** Explores one body part in conjunction with other body parts, balance on one foot. **CA.p4.1b:** Skips, slides, leaps.	
	CA.i.2: Responding: **CA.i.2a:** Responds to sounds, visual images and motions.	**CA.mi.2: Responding:** **CA.mi.2a:** Reacts to vocal or observed cues. **CA.mi.2b:** Responds to movement that has a beat or rhythm. **CA.mi.2c:** Follows some observed actions.	**CA.t.2: Responding:** **CA.t.2a:** When asked, moves forward, backwards, up and, down. **CA.t.2b:** Begins to balance on one foot. **CA.t.2c:** Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.	**CA.p3.2: Responding:** **CA.p3.2a:** Moves one body part in response to a simple rhythm pattern. **CA.p3.2b:** Demonstrates the difference between still and moving. **CA.p3.2c:** Moves over, under and around objects.	**CA.p4.2: Responding:** **CA.p4.2a:** Dances to music with varying tempos. **CA.p4.2b:** Creates simple rhythm patterns and is able to repeat them. **CA.p4.2c:** Moves through combinations of pathways, straight, zigzag, diagonal, curve. **CA.p4.2d:** Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	
	CA.i.3: Creating: **CA.i.3a:** Reaches for caregiver and objects.	**CA.mi.3: Creating:** **CA.mi.3a:** Starts and stops with music cues with adult guidance. **CA.mi.3b:** Explores bending, stretching, small and big.	**CA.t.3: Creating:** **CA.t.3a:** Stops and starts with music cues. **CA.t.3b:** Improvises movement to fast and slow music.	**CA.p3.3: Creating:** **CA.p3.3a:** Creates high, medium and low shapes. **CA.p3.3b:** Explores and creates patterns. **CA.p3.3c:** Combines axial and locomotor movements together.	**CA.p4.3: Creating:** **CA.p4.3a:** Creates movement based on imagery from pictures, books or other ideas. **CA.p4.3b:** Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	
	CA.i.4: Understanding: **CA.i.4a:** Moves body when happy and excited.	**CA.mi.4: Understanding:** **CA.mi.4a:** Controls some body movements. **CA.mi.4b:** Demonstrates following simple directions.	**CA.t.2: Understanding:** **CA.t.2a:** Stops and starts with music cues. **CA.t.2b:** Improvises movement to fast and slow music.	**CA.p3.4: Understanding:** **CA.p3.4a:** Listens to musical cues and teacher instruction. **CA.p3.4b:** Dances with purpose attentive to music and instruction.	**CA.p4.4: Understanding:** **CA.p4.4a:** Able to listen and carry out instruction. **CA.p4.4b:** Able to create movement and discovery.	

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
MUSIC	**CA.i.5: Physical:** **CA.i.5a:** Attends to sounds. **CA.i.5b:** Begins to make vocal sounds.	**CA.mi.5: Physical:** **CA.mi.5a:** Responds physically to various rhythmic patterns in sound. **CA.mi.5b:** Vocalizes in response to rhythm.	**CA.t.5: Physical:** **CA.t.5a:** Begins to verbalize words to simple songs.	**CA.p3.5: Physical:** **CA.p3.5a:** Repeats sound and rhythm patterns. **CA.p3.5b:** Sings simple songs.	**CA.p4.5: Physical:** **CA.p4.5a:** Participates in more complex songs and involves physical movement - finger plays, chants, etc.	
	CA.i.6: Responding: **CA.i.6a:** Moves body to music.	**CA.mi.6: Responding:** **CA.mi.6a:** Identifies sources of sounds (i.e., dog, cat, car, etc.). **CA.mi.6b:** Moves to music-rhythm.	**CA.t.6: Responding:** **CA.t.6a:** Responds to tempos presented in a variety of ways: physically, verbally, with instruments.	**CA.p3.6: Responding:** **CA.p3.6a:** Moves to traditional music: march, gallop, hop, tiptoe.	**CA.p4.6: Responding:** **CA.p4.6a:** Demonstrates movement without prompting: march, hop, tiptoe, skip. **CA.p4.6b:** Vocally repeats a note pattern using an 8 note scale.	
	CA.i.7: Creating: **CA.i.7a:** Demonstrates shaking or banging objects or toys.	**CA.mi.7: Creating:** **CA.mi.7a:** Chooses from variety of objects (instruments/toys). **CA.mi.7b:** Explores bringing objects together to make sounds.	**CA.t.7: Creating:** **CA.t.7a:** Follows simple rhythmic patterns with musical instruments. **CA.t.7b:** Explores simple music-concepts: tempo, music scale-up to 5 note scale.	**CA.p3.7: Creating:** **CA.p3.7a:** Repeats song patterns and rhythmic movements to music. **CA.p3.7b:** Sings 5-8 note scale.	**CA.p4.7: Creating:** **CA.p4.7a:** Creates own songs and movements, includes musical instruments. **CA.p4.7b:** Vocalizes and uses instruments in more complex music/songs.	
	CA.i.8: Understanding: **CA.i.8a:** Attends to music and rhythm patterns through caregiver touch and music exposure.	**CA.mi.8: Understanding:** **CA.mi.8a:** Follows and tracks various types of music through movement, facial expressions, verbalizes. **CA.mi.8b:** Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc).	**CA.t.8: Understanding:** **CA.t.8a:** Follows and tracks various types of music through movement, facial expressions, verbalize. **CA.t.8b:** Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	**CA.p3.8: Understanding:** **CA.p3.8a:** Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	**CA.p4.8: Understanding:** **CA.p4.8a:** Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato. **CA.p4.8b:** Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.	

CREATIVE ARTS (CA)

	Young Infant: "i" *(By 8 months)*	Mobile Infant: "mi" *(By 18 months)*	Toddler: "t" *(By 36 months)*	Pre 3: "p3" *(By 48 months)*	Pre 4: "p4" *(By 60 months)*	Kindergarten: "K" *(By the end of K)*
ACTING\THEATER	**CA.i.9: Physical:** **CA.i.9a:** Responds to sounds. **CA.i.9b:** Expresses needs with different sounds.	**CA.mi.9: Physical:** **CA.mi.9a:** Imitates words. **CA.mi.9b:** Responds to another voice. **CA.mi.9c:** Follows simple directions.	**CA.t.9: Physical:** **CA.t.9a:** Beginning to follow more complex directions. **CA.t.9b:** Initiates conversation. **CA.t.9c:** Asks questions to understand order of world's story.	**CA.p3.9: Physical:** **CA.p3.9a:** Recites nursery rhymes and simple songs. **CA.p3.9b:** Recalls familiar stories. **CA.p3.9c:** Memorizes words in books and stories.	**CA.P4:9: Physical:** **CA.p4.9a:** Takes a role in acting out a story. **CA.p4.9b:** Creates dialogue specific to a type of character.	
	CA.i.10: Responding: **CA.i.10a:** Responds to voices. **CA.i.10b:** Repeats sounds vocally and physically. **CA.i.10c:** Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	**CA.mi.10: Responding:** **CA.mi.10a:** Enjoys listening to stories, songs. **CA.mi.10b:** Understands and responds to pictures in books that create story. **CA.mi.10c:** Initiates interaction with familiar people.	**CA.t.10: Responding:** **CA.t.10a:** Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box). **CA.t.10b:** Recreates plot of familiar stories or movies.	**CA.p3.10: Responding:** **CA.p3.10a:** Identifies feelings - happy, sad, mad, etc. **CA.p3.10b:** Beginning to differentiate between real and pretend. **CA.p3.10c:** Participates in songs, stories, fingerplays, chants with voice and body together. **CA.p3.10d:** Beginning to take a role in dramatic play.	**CA.p4.10: Responding:** **CA.p4.10a:** Anticipates story plot and structure of story. **CA.p4.10b:** Assumes roles in dramatic play situations. **CA.p4.10c:** Interacts with others in listening and responding in dramatic role. **CA.p4.10d:** Demonstrates feelings with body and voice.	
	CA.i.11: Creating: **CA.i.11a:** Begins cooing, babbling.	**CA.mi.11: Creating:** **CA.mi.11a:** Uses vocal intonation. **CA.mi.11b:** Demonstrates simple character/animal sounds with motions.	**CA.t.11: Creating:** **CA.t.11a:** Talks in play situations. **CA.t.11b:** Moves inanimate objects (e.g., toy characters) in a play situation. **CA.t.11c:** Changes voice, emotion, body in play situations. **CA.t.11.d:** Likes to wear costumes to pretend to be other than self.	**CA.p3.11: Creating:** **CA.p3.11a:** Follows simple instructions to recreate story and dramatic movement. **CA.p3.11b:** Uses costumes to disguise self and become a character in everyday environment.	**CA.p4.11: Creating:** **CA.p4.11a:** Dictates a story. **CA.p4.11b:** Repeats dialogue and movement to tell a story. **CA.p4.11c:** Creates roles for self and others in dramatic play situations using body and dialogue. **CA.p4.11d:** Uses costumes to create character with dialogue. **CA.p4.11e:** Creates and executes complicated plot with conflict and resolution verbally and physically. **CA.p4.11f:** Uses props/objects in creative ways to promote and create story.	
	CA.i.12: Understanding: **CA.i.12a:** Listens to stories, books, etc. **CA.i.12b:** Looks at pictures and points. **CA.i.12c:** Recognizes songs and specific books or pictures.	**CA.mi.12: Understanding:** **CA.mi.12a:** Responds to favorite stories. **CA.mi.12b:** Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.	**CA.t.12: Understanding:** **CA.t.12a:** Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box). **CA.t.12b:** Recreates plot of familiar stories or movies.	**CA.p3.12: Understanding:** **CA.p3.12a:** Creates action and verbalization with costume prompt. **CA.p3.12b:** Creates story with props/manipulatives.	**CA.p4.12: Understanding:** **CA.p4.12a:** Retells stories. **CA.p4.12b:** Uses imagination to create dramatic roles. **CA.p4.12c:** Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals). **CA.p4.12d:** Critiques drama experiences and find meaning/moral in story.	

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VISUAL ARTS	**CA.i.13: Physical:** **CA.i.13a:** Responds to light, color. **CA.i.13b:** Explores sensory materials.	**CA.mi.13: Physical:** **CA.mi.13a:** Scribbles with crayon. **CA.mi.13b:** Crawls on textures - fabric, wood, bubble wrap.	**CA.t.13: Physical:** **CA.t.13a:** Grips paint brush, crayons, pipette, spray bottle. **CA.t.13b:** Makes random and disordered scribbles.	**CA.p3.13: Physical:** **CA.p3.13a:** Begins use of scissors. **CA.p3.13b:** Explores with natural and recycled objects.	**CA.p4.13: Physical:** **CA.p4.13a:** Uses a variety of materials to create art. **CA.p4.13b:** Shows skill with scissors.	
	CA.i.14: Responding: **CA.i.14a:** Responds to various textures and sensory materials - fabric, water, sand, etc.	**CA.mi.14: Responding:** **CA.mi.14a:** Examines small objects and details. **CA.mi.14b:** Grasps objects with thumb and pointer finger.	**CA.t.14: Responding:** **CA.t.14a:** Explores variety of art media: painting, gluing, printing, fingerpainting, clay, etc. **CA.t.14b:** Shows control of paint, brushes, markers, etc.	**CA.p3.14: Responding:** **CA.p3.14a:** Explores more complex art activities. **CA.p3.14b:** Mixes two basic shapes - abstract rather than representational.	**CA.p4.14: Responding:** **CA.p4.14a:** Recognizes and describes various art forms - sculpture, painting, printing. **CA.p4.14b:** Drawings suggest real life. **CA.p4.14c:** Drawings becoming better defined, more detail.	
	CA.i.15: Creating: **CA.i.15a:** Splashes water, blows bubbles.	**CA.mi.15: Creating:** **CA.mi.15a:** Explores sensory materials - non-toxic paint, fingerpaint, paper, playdough, sand.	**CA.t.15: Creating:** **CA.t.15a:** Explores and manipulates sensory materials. **CA.t.15b:** Demonstrates self-expression with art materials.	**CA.p3.15: Creating:** **CA.p3.15a:** Creates work that requires some planning - usually a person with head and 2 vertical lines for legs. **CA.p3.15b:** Works independently.	**CA.p4.15: Creating:** **CA.p4.15a:** Tells stories/works out problems with drawings. **CA.p4.15b:** Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	
	CA.i.16: Understanding: **CA.i.16a:** Beginning to imitate sounds. **CA.i.16b:** Favors objects/sensory materials. **CA.i.16c:** May attach to a special object - blanket, "lovey."	**CA.mi.16: Understanding:** **CA.mi.16a:** Repeats actions, sounds, activities, etc.	**CA.t.16: Understanding:** **CA.t.16a:** Explores and manipulates sensory materials. **CA.t.16b:** Demonstrates self-expression with art materials.	**CA.p3.16: Understanding:** **CA.p3.16a:** Mixes colors to create a new color. **CA.p3.16b:** Names shapes.	**CA.p4.16: Understanding:** **CA.p4.16a:** Demonstrates understanding of art vocabulary and concepts. **CA.p4.16b:** Discusses own artistic creations and those of others.	