

*initiates*

*pretends*

*plans*



**COR**  
*Advantage*

*sings*

*predicts*

*observes*

*speaks*

*builds*

*empathizes*

*problem-solves*



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Kansas Early Learning Standards  
(2014)*

## Kansas Early Learning Standards

## COR Advantage Items

	<b>APPROACHES TO LEARNING</b>	
	<b>PERSISTENCE &amp; ENGAGEMENT IN LEARNING</b>	
	<b>Engagement and Attention</b>	
<b>Young Infant: 0-8 months</b>	<b>ATL.i.1:</b> Demonstrates awareness of happenings and surroundings.	A. Initiative and planning
	<b>ATL.i.2:</b> Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage.	E. Building relationships with adults
	<b>ATL.i.3:</b> Shows interest in other children.	F. Building relationships with other children
<b>Mobile Infant: 6-18 months</b>	<b>ATL.mi.1:</b> Focuses on an activity, but is easily distracted.	A. Initiative and planning
	<b>ATL.mi.2:</b> Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).	E. Building relationships with adults
<b>Toddler: 16-36 months</b>	<b>ATL.t.1:</b> Begins to maintain focus, despite distractions, during brief delays in task.	A. Initiative and planning
	<b>ATL.t.2:</b> Plays side-by-side with another child, at times observing, imitating or engaging child in play.	F. Building relationships with other children
	<b>ATL.t.3:</b> Continues to play when a caregiver leaves the area.	E. Building relationships with adults
<b>Preschool: 48 months</b>	<b>ATL.p3.1:</b> Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	A. Initiative and planning
	<b>ATL.p3.2:</b> Ignores distractions briefly when engrossed in an activity.	A. Initiative and planning
	<b>ATL.p3.3:</b> Remembers and follows one or two step directions.	M. Listening and comprehension
<b>Preschool: 60 months</b>	<b>ATL.p4.1:</b> Sustains attention to task despite distractions.	A. Initiative and planning
	<b>ATL.p4.2:</b> Gathers information through listening. Remembers what was said in brief group discussion.	M. Listening and comprehension

## Kansas Early Learning Standards

## COR Advantage Items

	<b>APPROACHES TO LEARNING CONT</b>	
	<b>Persistence</b>	
<b>Young Infant: 0-8 months</b>	<b>ATL.i.4:</b> Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	CC. Experimenting, predicting, and drawing conclusions
<b>Mobile Infant: 6-18 months</b>	<b>ATL.mi.3:</b> Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the 'pick it up' game).	CC. Experimenting, predicting, and drawing conclusions
	<b>ATL.mi.4:</b> Executes simple 2-step plan (i.e., means-to-end task).	A. Initiative and planning
<b>Toddler: 16-36 months</b>	<b>ATL.t.4:</b> Engages in self-initiated activities for a sustained period of time.	A. Initiative and planning
<b>Preschool: 48 months</b>	<b>ATL.p3.4:</b> Practices an activity many times until successful.	B. Problem solving with materials
<b>Preschool: 60 months</b>	<b>ATL.p4.3:</b> Stays with a task for at least five minutes.	A. Initiative and planning
	<b>ATL.p4.4:</b> Carries out tasks, activities, projects or experiences from beginning to end.	A. Initiative and planning
	<b>ATL.p4.5:</b> Remains focused on the task at hand even when frustrated or challenged.	A. Initiative and planning B. Problem solving with materials
	<b>INITIATIVE: Curiosity and Initiative</b>	
<b>Young Infant: 0-8 months</b>	<b>ATL.i.5:</b> Shows preferences for certain toys or activities.	A. Initiative and planning
	<b>ATL.i.6:</b> Lifts arms toward caregiver to be picked up; explores own fingers and toes.	FF. Knowledge of self and others
<b>Mobile Infant: 6-18 months</b>	<b>ATL.mi.5:</b> Explores the environment through a variety of senses.	BB. Observing and classifying
	<b>ATL.mi.6:</b> Chooses toys/things for play.	A. Initiative and planning
<b>Toddler: 16-36 months</b>	<b>ATL.t.6:</b> 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).	CC. Experimenting, predicting, and drawing conclusions
	<b>ATL.t.7:</b> Expresses preferences for familiar people, books, toys and activities; often insists on some choices.	A. Initiative and planning
	<b>ATL.t.8:</b> Asks questions about items/objects.	M. Listening and comprehension

## Kansas Early Learning Standards

## COR Advantage Items

	<b>APPROACHES TO LEARNING CONT</b>	
	<b>INITIATIVE: Curiosity and Initiative CONT</b>	
<b>Preschool: 48 months</b>	<b>ATL.p3.5:</b> Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	CC. Experimenting, predicting, and drawing conclusions
	<b>ATL.p3.6:</b> Initiates play with other children.	F. Building relationships with other children
	<b>ATL.p3.7:</b> Explores, practices, understands social roles through play.	AA. Pretend play FF. Knowledge of self and others
<b>Preschool: 60 months</b>	<b>ATL.p4.6:</b> Seeks new and varied experiences and challenges through play.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
	<b>ATL.p4.7:</b> Chooses activities to do alone or with others.	A. Initiative and planning F. Building relationships with other children
	<b>ATL.p4.8:</b> Invites other children to join groups or activities.	F. Building relationships with other children
	<b>ATL.p4.9:</b> Makes and follows plans for games or activities with other children.	A. Initiative and planning F. Building relationships with other children
	<b>INITIATIVE: Sense of Competence</b>	
<b>Young Infant: 0-8 months</b>	<b>ATL.i.7:</b> Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).	CC. Experimenting, predicting, and drawing conclusions
<b>Mobile Infant: 6-18 months</b>	<b>ATL.mi.7:</b> Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).	D. Emotions
	<b>ATL.mi.8:</b> Points or protests to indicate likes and dislikes.	A. Initiative and planning
	<b>ATL.mi.9:</b> Expresses and responds to a variety of emotions.	D. Emotions
<b>Toddler: 16-36 months</b>	<b>ATL.t.11:</b> Feels comfortable in a variety of places with familiar adults.	D. Emotions E. Building relationships with adults

## Kansas Early Learning Standards

## COR Advantage Items

	<b>APPROACHES TO LEARNING CONT</b>	
	<b>Sense of Competence CONT</b>	
<b>Preschool: 48 months</b>	<b>ATL.p3.9:</b> Knows self as part of family, culture, spiritual group or community.	FF. Knowledge of self and others
	<b>ATL.p3.10:</b> Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.	D. Emotions
<b>Preschool: 60 months</b>	<b>ATL.p4.10:</b> Shows pride in family composition; recognizes self as important to family and friends.	FF. Knowledge of self and others
	<b>ATL.p4.11:</b> Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	FF. Knowledge of self and others
	<b>ATL.p4.12:</b> Associates emotions with words and facial expressions.	D. Emotions
	<b>CREATIVITY: Problem solving</b>	
<b>Young Infant: 0-8 months</b>	<b>ATL.i.10:</b> Looks for caregiver response in new or uncertain situation.	E. Building relationships with adults
<b>Mobile Infant: 6-18 months</b>	<b>ATL.mi.10:</b> Seeks out trusted adult for comfort or support and/or accepts adult assistance.	E. Building relationships with adults
	<b>ATL.mi.11:</b> Tries to do things on own.	K. Personal care and healthy behavior
<b>Toddler: 16-36 months</b>	<b>ATL.t.12:</b> Seeks alternate method when first attempt fails and/or seeks adult assistance.	B. Problem solving with materials
	<b>ATL.t.13:</b> Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).	B. Problem solving with materials AA. Pretend play
	<b>ATL.t.14:</b> Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	G. Community
<b>Preschool: 48 months</b>	<b>ATL.p3.11:</b> Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.	B. Problem solving with materials
<b>Preschool: 60 months</b>	<b>ATL.p4.13:</b> Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	B. Problem solving with materials
	<b>ATL.p4.15:</b> Understands what is real and what is 'make-believe'.	AA. Pretend play

## Kansas Early Learning Standards

## COR Advantage Items

	<b>APPROACHES TO LEARNING CONT</b>	
	<b>Creativity and Flexibility</b>	
<b>Young Infant: 0-8 months</b>	<b>ATL.i.11:</b> Shows interest in looking at, feeling or exploring new objects.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>Mobile Infant: 6-18 months</b>	<b>ATL.mi.12:</b> 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).	CC. Experimenting, predicting, and drawing conclusions
	<b>ATL.mi.13:</b> May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).	CC. Experimenting, predicting, and drawing conclusions
<b>Toddler: 16-36 months</b>	<b>ATL.t.15:</b> 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).	AA. Pretend play
	<b>ATL.t.16:</b> May change behavior based on previous learning.	C. Reflection CC. Experimenting, predicting, and drawing conclusions
<b>Preschool: 48 months</b>	<b>ATL.p3.14:</b> Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	AA. Pretend play
	<b>ATL.p3.15:</b> Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	<b>ATL.p3.16:</b> Identifies ways to change behavior to respond to desires and needs of others.	G. Community H. Conflict resolution
<b>Preschool: 60 months</b>	<b>ATL.p4.16:</b> Invents new activities through play	AA. Pretend play

## Kansas Early Learning Standards

## COR Advantage Items

	<b>PHYSICAL HEALTH AND DEVELOPMENT (PHD)</b>	
	<b>LARGE MOTOR SKILLS</b>	
<b>Young Infant: 0-8 months</b>	<b>PHD.i.1:</b> Crawls through and around objects	I. Gross-motor skills
	<b>PHD.i.2:</b> 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).	I. Gross-motor skills
	<b>PHD.i.3:</b> Reaches for objects.	J. Fine-motor skills
<b>Mobile Infant: 6-18 months</b>	<b>PHD.mi.1:</b> Creeps up/down stairs.	I. Gross-motor skills
	<b>PHD.mi.2:</b> Takes independent steps.	I. Gross-motor skills
	<b>PHD.mi.3:</b> Throws ball and other objects independently.	I. Gross-motor skills
<b>Toddler: 16-36 months</b>	<b>PHD.t.1:</b> Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up).	I. Gross-motor skills
	<b>PHD.t.2:</b> Catches a ball with both hands.	I. Gross-motor skills
	<b>PHD.t.3:</b> Begins to run.	I. Gross-motor skills
<b>Preschool: 48 months</b>	<b>PHD.p3.1:</b> Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).	I. Gross-motor skills
<b>Preschool: 60 months</b>	<b>PHD.p4.1:</b> Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).	I. Gross-motor skills
	<b>PHD.p4.2:</b> Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).	I. Gross-motor skills
	<b>PHD.p4.3:</b> Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).	I. Gross-motor skills

## Kansas Early Learning Standards

## COR Advantage Items

	<b>PHYSICAL HEALTH AND DEVELOPMENT (PHD)</b>	
	<b>LARGE MOTOR SKILLS</b>	
<b>Kindergarten</b>	<b>PHD.K.1:</b> Demonstrates the ability to move using a variety of locomotor skills.	I. Gross-motor skills
	<b>PHD.K.3:</b> Maintains momentary balance in a variety of positions and levels.	I. Gross-motor skills
	<b>PHD.K.4:</b> Projects objects through space using various means (e.g., rolling, sliding, throwing).	I. Gross-motor skills
	<b>PHD.K.5:</b> Catches a self-tossed ball after it bounces.	I. Gross-motor skills
	<b>PHD.K.6:</b> Strikes a balloon repeatedly with different body parts.	I. Gross-motor skills
	<b>PHD.K.7:</b> Performs a simple rhythmic pattern.	Z. Movement
	<b>FINE MOTOR SKILLS</b>	
<b>Young Infant: 0-8 months</b>	<b>PHD.i.4:</b> Transfers objects from one hand to other.	J. Fine-motor skills
	<b>PHD.i.5:</b> Grasps and releases object using entire hand.	J. Fine-motor skills
<b>Mobile Infant: 6-18 months</b>	<b>PHD.mi.4:</b> Coordinates the use of arms, hands and fingers to accomplish tasks (e.g., drinks from bottle, cup by self, holds a spoon).	J. Fine-motor skills K. Personal care and healthy behavior
	<b>PHD.mi.5:</b> Coordinates eye-hand movements (e.g., putting things in a box).	J. Fine-motor skills
<b>Toddler: 16-36 months</b>	<b>PHD.t.4:</b> Coordinates the use of arms, hands and fingers to accomplish 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).	J. Fine-motor skills K. Personal care and healthy behavior
<b>Preschool: 48 months</b>	<b>PHD.p3.2:</b> 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).	J. Fine-motor skills K. Personal care and healthy behavior
<b>Preschool: 60 months</b>	<b>PHD.p4.4:</b> With fluency and accuracy 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).	J. Fine-motor skills K. Personal care and healthy behavior



## Kansas Early Learning Standards

## COR Advantage Items

	<b>PHYSICAL HEALTH AND DEVELOPMENT (PHD) CONT</b>	
	<b>PHYSICAL FITNESS</b>	
<b>Young Infant: 0-8 months</b>	<b>PHD.i.6:</b> Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	I. Gross-motor skills
<b>Mobile Infant: 6-18 months</b>	<b>PHD.mi.6:</b> Participates in active physical play (e.g., crawls and climbs over and under ).	I. Gross-motor skills
<b>Toddler: 16-36 months</b>	<b>PHD.t.5:</b> Participates in active physical play (e.g., runs, uses playground equipment).	I. Gross-motor skills
<b>Preschool: 48 months</b>	<b>PHD.p3.3:</b> Participates in active play exhibiting strength and stamina.	I. Gross-motor skills
<b>Preschool: 60 months</b>	<b>PHD.K.9:</b> Demonstrates sufficient muscular strength by supporting body weight in various activities.	I. Gross-motor skills
	<b>NUTRITION/HEALTHY EATING</b>	
<b>Young Infant: 0-8 months</b>	<b>PHD.i.7:</b> Communicates hunger and when full ( e.g., eagerly accepts bottle, turns head or pushes away when full).	K. Personal care and healthy behavior
<b>Preschool: 48 months</b>	<b>PHD.p3.5:</b> Drinks from a cup without spilling and takes bites from whole foods.	K. Personal care and healthy behavior
<b>Preschool: 60 months</b>	<b>PHD.p4.6:</b> Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	K. Personal care and healthy behavior

## Kansas Early Learning Standards

## COR Advantage Items

	<b>PHYSICAL HEALTH AND DEVELOPMENT (PHD) CONT</b>	
	<b>PERSONAL HYGIENE</b>	
<b>Young Infant: 0-8 months</b>	<b>PHD.i.8:</b> Signals need by crying (e.g., wet, hungry, tired, etc.).	K. Personal care and healthy behavior
<b>Mobile Infant: 6-18 months</b>	<b>PHD.mi.8:</b> Indicates when pants are wet and need to be changed.	K. Personal care and healthy behavior
<b>Toddler: 16-36 months</b>	<b>PHD.t.7:</b> Washes hands and face with assistance.	K. Personal care and healthy behavior
	<b>PHD.t.8:</b> May begin to initiate interest in self-toileting.	K. Personal care and healthy behavior
<b>Preschool: 48 months</b>	<b>PHD.p3.6:</b> Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.	K. Personal care and healthy behavior
	<b>PHD.p3.7:</b> Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	K. Personal care and healthy behavior
<b>Preschool: 60 months</b>	<b>PHD.p4.8:</b> Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).	K. Personal care and healthy behavior
	<b>PHD.p4.9:</b> Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	K. Personal care and healthy behavior
	<b>SAFETY</b>	
<b>Young Infant: 0-8 months</b>	<b>PHD.i.9:</b> Shows preference for major caregiver.	E. Building relationships with adults

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</i></b>	
	<b>CHARACTER DEVELOPMENT: SED.CD.</b>	
	Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
<b>Young Infant: 0-8 months</b>	<b>SED.CD.i.1:</b> Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	E. Building relationships with adults
<b>Mobile Infant: 6-18 months</b>	<b>SED.CD.mi.1:</b> Participates in routines and experiences that involve give and take interaction with familiar adults.	E. Building relationships with adults
<b>Toddler: 16-36 months</b>	<b>SED.CD.t.1:</b> Interacts with familiar adults to communicate about experiences, ideas or to solve problems.	E. Building relationships with adults
	<b>SED.CD.t.2:</b> Feels comfortable in a variety of places with familiar adults.	E. Building relationships with adults
<b>Preschool: 48 months</b>	<b>SED.CD.p3.2:</b> Becomes increasingly aware of effects of own behavior on others.	G. Community
<b>Preschool: 60 months</b>	<b>SED.CD.p4.2:</b> Recognizes effect of own behavior on others most of the time.	G. Community
	Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture	
<b>Young Infant: 0-8 months</b>	<b>SED.CD.i.2:</b> Begins to form relationships with consistent caregivers.	E. Building relationships with adults
<b>Mobile Infant: 6-18 months</b>	<b>SED.CD.mi.2:</b> Demonstrates a secure relationship with at least one consistent caregiver.	E. Building relationships with adults
<b>Toddler: 16-36 months</b>	<b>SED.CD.t.3:</b> Begins to more easily separate from caregiver.	E. Building relationships with adults

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT</i></b>	
	<b>RESPONSIBLE DECISION MAKING &amp; PROBLEM SOLVING: SED.R.</b>	
	Organize personal time and managing personal responsibilities effectively	
<b>Young Infant: 0-8 months</b>	<b>SED.R.i.1:</b> Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	D. Emotions
<b>Mobile Infant: 6-18 months</b>	<b>SED.R.mi.2:</b> Anticipates and participates in some familiar routines with adult assistance.	G. Community
<b>Toddler: 16-36 months</b>	<b>SED.R.t.1:</b> Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	D. Emotions G. Community
<b>Preschool: 48 months</b>	<b>SED. R.p3.2:</b> Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	G. Community
<b>Preschool: 60 months</b>	<b>SED.R.p4.2:</b> Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	G. Community
	Play a developmentally appropriate role in classroom management and school governance	
<b>Young Infant: 0-8 months</b>	<b>SED.R.i.1:</b> Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	E. Building relationships with adults
<b>Mobile Infant: 6-18 months</b>	<b>SED.R.mi.3:</b> Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.	E. Building relationships with adults
<b>Toddler: 16-36 months</b>	<b>SED.R.t.3:</b> Feels comfortable in a variety of places with familiar adults nearby.	E. Building relationships with adults
	<b>SED.R.t.4:</b> Continues to play when familiar adult leaves area.	E. Building relationships with adults
<b>Preschool: 48 months</b>	<b>SED.R.p3.3:</b> Demonstrates confidence by participating in familiar classroom routines.	G. Community
	<b>SED.R.p3.4:</b> Interacts with familiar adults with varying degrees of comfort.	E. Building relationships with adults
	<b>SED.R.p3.5:</b> Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	F. Building relationships with other children

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT</i></b>	
	Play a developmentally appropriate role in classroom management and school governance CONT	
<b>Preschool: 60 months</b>	<b>SED.R.p4.3:</b> Demonstrates confidence by participating in most classroom activities.	G. Community
	<b>SED.R.p4.4:</b> Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.	E. Building relationships with adults
	<b>SED.R.p4.5:</b> Works with others as part of a team, make decisions with other children, with adult assistance.	F. Building relationships with other children
<b>Kindergarten</b>	<b>SED.R.K.6:</b> Participate in individual roles and responsibilities in the classroom and in school.	G. Community
	<b>SED.R.K.7:</b> Recognize the various roles of the personnel that govern the school (all staff).	FF. Knowledge of self and others
	Develop, implement and model effective problem solving skills	
<b>Preschool: 48 months</b>	<b>SED.R.p3.6:</b> Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	D. Emotions
	<b>SED.R.p3.7:</b> 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.	H. Conflict resolution
<b>Preschool: 60 months</b>	<b>SED.R.p4.6:</b> Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.	D. Emotions
	<b>SED.R.p4.7:</b> Attempts to solve social problems independently, by negotiation or with adult assistance.	H. Conflict resolution

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT</i></b>	
<b>Kindergarten</b>	<b>SED.R.K.9:</b> Identify and illustrate the problem.	B. Problem solving with materials H. Conflict resolution
	<b>SED.R.K.10:</b> Identify desired outcome.	B. Problem solving with materials H. Conflict resolution
	<b>SED.R.K.11:</b> Identify possible solutions and the pros and cons of each solution.	B. Problem solving with materials H. Conflict resolution
	<b>SED.R.K.11:</b> Identify and select the best solution.	B. Problem solving with materials H. Conflict resolution
	<b>SED.R.K.12:</b> Put the solution into action.	B. Problem solving with materials H. Conflict resolution
	<b>SED.R.K.13:</b> Reflect on the outcome of the solution.	B. Problem solving with materials C. Reflection H. Conflict resolution
	<b>PERSONAL DEVELOPMENT: SED.PD: SELF-AWARENESS</b>	
	Understand and analyze thoughts and emotions	
<b>Young Infant: 0-8 months</b>	<b>SED.PD.i.1:</b> Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	D. Emotions
<b>Mobile Infant: 6-18 months</b>	<b>SED.PD.mi.1:</b> Communicates a variety of emotions purposefully and intentionally.	D. Emotions
<b>Toddler: 16-36 months</b>	<b>SED.PD.t.1:</b> 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).	D. Emotions
<b>Preschool: 48 months</b>	<b>SED.PD.p3.1:</b> Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.	D. Emotions
	<b>SED.PD.p3.2:</b> Begins to express and respond to a range of emotions in socially acceptable ways.	D. Emotions
<b>Preschool: 60 months</b>	<b>SED.PD.p4.1:</b> Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.	D. Emotions
	<b>SED.PD.p4.2:</b> Expresses and responds to a range of emotions in socially acceptable ways.	D. Emotions

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT</i></b>	
	Understand and analyze thoughts and emotions CONT	
<b>Kindergarten</b>	<b>SED.R.K.14:</b> Identify and describe basic emotions.	D. Emotions
	<b>SED.R.K.15:</b> Identify situations that might evoke emotional responses.	D. Emotions
	<b>SED.R.K.16:</b> Identify positive and negative emotions.	D. Emotions
	Identify and assess personal qualities and external supports	
<b>Young Infant: 0-8 months</b>	<b>SED.PD.i.2:</b> Begins to understand self as separate person from others.	FF. Knowledge of self and others
<b>Mobile Infant: 6-18 months</b>	<b>SED.PD.mi.2:</b> Recognizes self as separate person with distinct characteristics.	FF. Knowledge of self and others
<b>Toddler: 16-36 months</b>	<b>SED.PD.t.3:</b> Identifies own feelings, needs and interests.	A. Initiative and planning D. Emotions K. Personal care and healthy behavior
<b>Preschool: 48 months</b>	<b>SED.PD. P3.3:</b> Describes self by using several basic characteristics.	FF. Knowledge of self and others
	<b>SED.PD.p3.5:</b> Displays awareness of own thoughts and feelings.	A. Initiative and planning D. Emotions
<b>Preschool: 60 months</b>	<b>SED.PD.p4.3:</b> Describes characteristics of self and others.	FF. Knowledge of self and others
	<b>SED.PD.p4.4:</b> States more complex personal information (e.g., names of family members, names of neighbors).	FF. Knowledge of self and others
<b>Kindergarten</b>	<b>SED.R.K.17:</b> Identify personal likes and dislikes.	A. Initiative and planning
	<b>SED.R.K.19:</b> Identify consequences of behaviors.	G. Community
	<b>SED.R.K.21:</b> Identify positive responses to problems (e.g., get help, try harder, use a different solution).	B. Problem solving with materials
	<b>SED.R.K.22:</b> Identify people, places and other resources to go for help (e.g., parents, relatives, school personnel).	FF. Knowledge of self and others

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT</i></b>	
	<b>SELF-MANAGEMENT</b>	
	Understand and practice strategies for managing thoughts and behaviors	
<b>Young Infant: 0-8 months</b>	<b>SED.PD.i.4:</b> Communicates needs for help through vocalizations and gestures.	K. Personal care and healthy behavior
<b>Mobile Infant: 6-18 months</b>	<b>SED.PD.mi.4:</b> Seeks close proximity to familiar adults for security and support, especially when distressed.	E. Building relationships with adults
<b>Toddler: 16-36 months</b>	<b>SED.PD.t.5:</b> Seeks close proximity to familiar adults for security and support, especially when distressed.	E. Building relationships with adults
<b>Preschool: 48 months</b>	<b>SED.PD.p3.6:</b> Makes known personal needs and desires.	A. Initiative and planning K. Personal care and healthy behavior
	<b>SED.PD.p3.7:</b> Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.	D. Emotions
<b>Preschool: 60 months</b>	<b>SED.PD.p4.5:</b> Expresses preferences in a socially acceptable way a majority of the time.	A. Initiative and planning
	<b>SED.PD.p3.6:</b> Develops strategies to express strong emotion and calm self, with adult help.	D. Emotions
<b>Kindergarten</b>	<b>SED.R.K.25:</b> Recognize behavior choices in response to situations.	G. Community
	Reflect on perspectives and emotional responses	
<b>Young Infant: 0-8 months</b>	<b>SED.PD.i.5:</b> Imitates the expression of feelings of those around them.	D. Emotions AA. Pretend play
<b>Mobile Infant: 6-18 months</b>	<b>SED.PD.mi.5:</b> Demonstrates an awareness of others' feelings (e.g., cries or grimaces at the discomfort of others; matches facial expression of caregiver).	D. Emotions AA. Pretend play
<b>Toddler: 16-36 months</b>	<b>SED.PD.t.7:</b> 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).	F. Building relationships with other children
<b>Preschool: 48 months</b>	<b>SED.PD.p3.8:</b> Recognizes own positive and negative feelings when an adult labels them.	D. Emotions
<b>Preschool: 60 months</b>	<b>SED.PD.p4.7:</b> Recognizes and accurately describes own feelings a majority of the time.	D. Emotions



## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT</i></b>	
	Reflect on perspectives and emotional responses CONT	
<b>Kindergarten</b>	<b>SED.R.K.26:</b> Describe common responses to failures and disappointments.	D. Emotions
	Set, monitor, adapt and evaluate goals to achieve success in school and life	
<b>Mobile Infant: 6-18 months</b>	<b>SED.PD.mi.6:</b> Seeks to achieve a specific goal (e.g., stretches to reach toy).	A. Initiative and planning
<b>Preschool: 48 months</b>	<b>SED.PD.p3.9:</b> Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.	A. Initiative and planning
<b>Preschool: 60 months</b>	<b>SED.PD.p4.8:</b> Demonstrates age appropriate independence in decision-making regarding activities and materials.	A. Initiative and planning
<b>Kindergarten</b>	<b>SED.R.K.27:</b> Define success and the process of goal setting.	A. Initiative and planning
	<b>SED.R.K.30:</b> Identify specific steps for achieving a particular goal.	A. Initiative and planning
	<b>SOCIAL DEVELOPMENT: SOCIAL AWARENESS</b>	
	Demonstrate awareness of the thoughts, feelings and perspective of others	
<b>Young Infant: 0-8 months</b>	<b>SED.SD.i.1:</b> Reacts to emotional expressions of others.	D. Emotions
<b>Mobile Infant: 6-18 months</b>	<b>SED.SD.mi.1:</b> Demonstrates awareness of feelings expressed by others.	D. Emotions
<b>Toddler: 16-36 months</b>	<b>SED.SD.t.1:</b> Begins to identify own feelings, needs and interests and show awareness that others have feelings.	D. Emotions
<b>Preschool: 48 months</b>	<b>SED.SD.p3.2:</b> Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).	D. Emotions
<b>Preschool: 60 months</b>	<b>SED.SD.p4.2:</b> Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	D. Emotions

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT</i></b>	
	Demonstrate awareness of the thoughts, feelings and perspective of others CONT	
<b>Kindergarten</b>	<b>SED.SD.K.1:</b> Identify a range of emotions in others (e.g., identify “sad” by facial expression; identify “mad” by tone of voice).	D. Emotions
	<b>SED.SD.K.2:</b> Identify possible causes for emotions (e.g., losing dog may make you “sad,” your birthday may make you “happy”).	D. Emotions
	<b>SED.SD.K.3:</b> 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).	D. Emotions G. Community
	<b>SED.SD.K.4:</b> Identify healthy personal hygiene habits.	K. Personal care and healthy behavior
	Demonstrate awareness of cultural issues and a respect for human dignity and differences	
<b>Young Infant: 0-8 months</b>	<b>SED.SD.i.2:</b> Responds to people and objects in their immediate environment based on past experience.	C. Reflection
<b>Mobile Infant: 6-18 months</b>	<b>SED.SD.mi.2:</b> Identifies similarities and differences in objects and people by showing and pointing.	BB. Observing and classifying
<b>Toddler: 16-36 months</b>	<b>SED.SD.t.3:</b> Expresses preferences for familiar people, books, toys and activities.	A. Initiative and planning
	<b>SED.SD.t.4:</b> Uses previous learning to inform new experiences with people and objects in their environment.	B. Problem solving with materials C. Reflection
<b>Preschool: 48 months</b>	<b>SED.SD.p3.3:</b> Compares own characteristics with those of others.	FF. Knowledge of self and others
<b>Preschool: 60 months</b>	<b>SED.SD.p4.3:</b> Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	FF. Knowledge of self and others
	<b>SED.SD.p4.4:</b> Treats others with respect when conflict or differences occur, given adult support.	H. Conflict resolution
<b>Kindergarten</b>	<b>SED.SD.K.5:</b> Describe ways that people are similar and different.	FF. Knowledge of self and others
	<b>SED.SD.K.6:</b> Use respectful language and actions with conflict or differences of opinion.	H. Conflict resolution

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT</i></b>	
	<b>SOCIAL DEVELOPMENT: SED.SD.: INTERPERSONAL SKILLS</b>	
	Demonstrate communication and social skills to interact effectively	
<b>Young Infant: 0-8 months</b>	<b>SED.SD.i.3:</b> Shows interest in other children.	F. Building relationships with other children
<b>Mobile Infant: 6-18 months</b>	<b>SED.SD.mi.3:</b> Briefly engages in simple interaction with another child.	F. Building relationships with other children
<b>Toddler: 16-36 months</b>	<b>SED.SD.t.5:</b> Plays side-by-side with another child, at times observing, imitating or engaging child in play.	F. Building relationships with other children
<b>Preschool: 48 months</b>	<b>SED.SD.p3.4:</b> Follows rules and simple directions (1-2 steps).	M. Listening and comprehension
	<b>SED.SD.p3.6:</b> Begins to participate in conversational turn taking.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
<b>Preschool: 60 months</b>	<b>SED.SD.p4.6:</b> Participates in conversational turn taking by listening and responding to what was said.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	<b>SED.SD.p4.8:</b> Invites other children to join groups or activities.	F. Building relationships with other children
<b>Kindergarten</b>	<b>SED.SD.K.9:</b> Pay attention to others when they are speaking.	M. Listening and comprehension
	Develop and maintain positive relationships	
<b>Young Infant: 0-8 months</b>	<b>SED.SD.i.5:</b> Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	E. Building relationships with adults
<b>Mobile Infant: 6-18 months</b>	<b>SED.SD.mi.4:</b> Participates in routines and experiences that involve mutual give and take interactions with familiar adults.	E. Building relationships with adults
<b>Toddler: 16-36 months</b>	<b>SED.SD.t.6:</b> Seeks out trusted adult for comfort or support.	E. Building relationships with adults
<b>Preschool: 48 months</b>	<b>SED.SD.p3.7:</b> Shows interest in having a friend.	F. Building relationships with other children

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT</i></b>	
	Develop and maintain positive relationships CONT	
<b>Preschool: 60 months</b>	<b>SED.SD.p4.9:</b> Develops friendships with one or two preferred peers.	F. Building relationships with other children
	<b>SED.SD.p4.10:</b> Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	D. Emotions G. Community
<b>Kindergarten</b>	<b>SED.SD.K.15:</b> Recognize how various relationships in life are different.	FF. Knowledge of self and others
	<b>SED.SD.K.16:</b> Identify and practice appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).	G. Community
	Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
<b>Toddler: 16-36 months</b>	<b>SED.SD.t.8:</b> Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.	D. Emotions
	<b>SED.SD.t.9:</b> Seeks adult assistance when encountering a problem.	B. Problem solving with materials H. Conflict resolution
<b>Preschool: 48 months</b>	<b>SED.SD.p3.8:</b> Begins to resolve conflicts with peers, given adult assistance.	H. Conflict resolution
<b>Preschool: 60 months</b>	<b>SED.SD.p4.12:</b> Resolves conflicts with peers, seeking adult assistance when necessary.	H. Conflict resolution
	<b>SED.SD.p4.13:</b> Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	B. Problem solving with materials H. Conflict resolution
<b>Kindergarten</b>	<b>SED.SD.K.17:</b> Identify conflict.	H. Conflict resolution
	<b>SED.SD.K.18:</b> Identify what actions cause conflict.	H. Conflict resolution
	<b>SED.SD.K.19:</b> Identify appropriate and inappropriate ways to resolve conflict.	H. Conflict resolution

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS</b>	
	<b>LITERATURE: CL.L. Key Ideas and Details</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.L.i.1:</b> Sits on adult's lap while being read to and gazes at pictures in books and pats individual pictures.	P. Reading
<b>Mobile Infant: 6-18 months</b>	<b>CL.L.mi.1:</b> Responds to a verbal prompt by pointing to requested picture (e.g., "Oh look there is a cow, can you show me the cow?").	P. Reading
<b>Toddler: 16-36 months</b>	<b>CL.L.t.1:</b> With prompting and support, asks and answers simple questions about story content using pictures.	M. Listening and comprehension
	<b>CL.L.t.2:</b> 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").	M. Listening and comprehension
<b>Preschool: 48 months</b>	<b>CL.L.p3.1:</b> With prompting and support, asks and answers simple questions about the story content.	M. Listening and comprehension
	<b>CL.L.p3.2:</b> Uses pictures and illustrations to tell and retell parts of a story.	M. Listening and comprehension P. Reading
<b>Preschool: 60 months</b>	<b>CL.L.p4.1:</b> With prompting and support, asks and answers questions about key details in a text.	M. Listening and comprehension
	<b>CL.L.p4.2:</b> With prompting and support, retells stories with increasing detail and accuracy.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>CL.L.p4.3:</b> With prompting and support, identifies characters, settings and major events in a story.	Q. Book enjoyment and knowledge
<b>Kindergarten</b>	<b>RL.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	M. Listening and comprehension
	<b>RL.K.2:</b> With prompting and support, retell familiar stories, including key details.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>RL.K.3:</b> With prompting and support, identify characters, settings and major events in a story.	Q. Book enjoyment and knowledge

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS</b>	
	<b>Craft and Structure</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.L.i.2:</b> 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).	P. Reading Q. Book enjoyment and knowledge
<b>Mobile Infant: 6-18 months</b>	<b>CL.L.mi.2:</b> 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).	P. Reading Q. Book enjoyment and knowledge
<b>Toddler: 16-36 months</b>	<b>CL.L.t.3:</b> 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).	P. Reading Q. Book enjoyment and knowledge
<b>Preschool: 48 months</b>	<b>CL.L.p3.3:</b> Asks and answers questions about unknown words/ pictures in a book.	M. Listening and comprehension
	<b>CL.L.p3.5:</b> Understands that books have both illustrations and print.	P. Reading Q. Book enjoyment and knowledge
<b>Preschool: 60 months</b>	<b>CL.L.p4.4:</b> Asks and answers questions about unknown words in a text.	M. Listening and comprehension
<b>Kindergarten</b>	<b>RL.K.4:</b> Ask and answer questions about unknown words in a text.	M. Listening and comprehension
	Integration of Knowledge and Ideas	
<b>Young Infant: 0-8 months</b>	<b>CL.L.i.3:</b> Shows interest in photographs of familiar people/objects.	P. Reading
<b>Mobile Infant: 6-18 months</b>	<b>CL.L.mi.3:</b> Randomly points to familiar pictures in a book.	P. Reading
	<b>CL.L.mi.4:</b> Names familiar people/objects in photographs.	P. Reading FF. Knowledge of self and others
<b>Toddler: 16-36 months</b>	<b>CL.L.t.4:</b> Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>CL.L.t.5:</b> Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).	M. Listening and comprehension

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	Integration of Knowledge and Ideas CONT	
<b>Preschool: 48 months</b>	<b>CL.L.p3.6:</b> With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.	M. Listening and comprehension
	<b>CL.L.p3.7:</b> 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!”).	M. Listening and comprehension
<b>Preschool: 60 months</b>	<b>CL.L.p4.7:</b> With prompting and support, uses the illustrations to retell major events in the story.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>CL.L.p4.8:</b> With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	M. Listening and comprehension
<b>Kindergarten</b>	<b>RL.K.7:</b> 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).	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>RL.K.9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	M. Listening and comprehension
	Range of Reading and Level of Text Complexity	
<b>Young Infant: 0-8 months</b>	<b>CL.L.i.4:</b> Listens briefly to stories being read by an adult.	P. Reading Q. Book enjoyment and knowledge
<b>Mobile Infant: 6-18 months</b>	<b>CL.L.mi.5:</b> Listens to stories being read by an adult.	P. Reading Q. Book enjoyment and knowledge
<b>Toddler: 16-36 months</b>	<b>CL.L.t.6 :</b> Engages in reading activities with an adult and possibly one or two peers.	E. Building relationships with adults F. Building relationships with other children Q. Book enjoyment and knowledge
<b>Preschool: 48 months</b>	<b>CL.L.p3.8:</b> 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).	Q. Book enjoyment and knowledge
<b>Preschool: 60 months</b>	<b>CL.L.p4.9:</b> 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).	N. Phonological awareness Q. Book enjoyment and knowledge

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	Range of Reading and Level of Text Complexity CONT	
<b>Kindergarten</b>	<b>RL.K.10:</b> Actively engage in group reading activities with purpose and understanding.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
	<b>INFORMATIONAL TEXT (NON-FICTION): CL.IT.</b>	
	<b>Key Ideas and Details</b>	
<b>Mobile Infant: 6-18 months</b>	<b>CL.IT.mi.1:</b> Responds to a verbal prompt by pointing to requested picture. (e.g., "Oh look there is a cow, can you show me the cow?")	P. Reading
<b>Toddler: 16-36 months</b>	<b>CL.IT.t.1:</b> With prompting and support, asks and answers simple questions about text using pictures.	M. Listening and comprehension
	<b>CL.IT.t.2:</b> 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?).	M. Listening and comprehension
<b>Preschool: 48 months</b>	<b>CL.IT.p3.1:</b> With prompting and support, asks and answers simple questions about the text.	M. Listening and comprehension
	<b>CL.IT.p3.2:</b> Retells some details of the text using pictures or props as a support.	M. Listening and comprehension P. Reading
<b>Preschool: 60 months</b>	<b>CL.IT.p4.1:</b> With prompting and support, asks and answers questions about key details in a text.	M. Listening and comprehension
	<b>CL.IT.p4.2:</b> With prompting and support, retells key details of a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>CL.IT.p4.3:</b> With prompting and support, describes the connection between two events or pieces of information in a text.	M. Listening and comprehension
<b>Kindergarten</b>	<b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	M. Listening and comprehension
	<b>RI.K.2:</b> With prompting and support, identify the main topic and retell key details of a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>RI.K.3:</b> With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	M. Listening and comprehension



## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Craft and Structure</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.IT.i.2:</b> 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).	P. Reading Q. Book enjoyment and knowledge
<b>Mobile Infant: 6-18 months</b>	<b>CL.IT.mi.2:</b> 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).	P. Reading Q. Book enjoyment and knowledge
<b>Toddler: 16-36 months</b>	<b>CL.IT.t.3:</b> Exhibits curiosity and interest in learning new vocabulary.	M. Listening and comprehension
	<b>CL.IT.t.4:</b> Identifies the front cover of a book in order to orient the book correctly for reading.	Q. Book enjoyment and knowledge
<b>Preschool: 48 months</b>	<b>CL.IT.p3.3:</b> Exhibits curiosity and interest in learning new vocabulary.	M. Listening and comprehension
	<b>CL.IT.p3.5:</b> Understands that books have both illustrations and print.	P. Reading Q. Book enjoyment and knowledge
<b>Preschool: 60 months</b>	<b>CL.IT.p4.4:</b> With prompting and support, asks and answers questions about unknown words in a text.	M. Listening and comprehension
<b>Kindergarten</b>	<b>RI.K.4:</b> With prompting and support, ask and answer questions about unknown words in a text.	M. Listening and comprehension
	Integration of Knowledge and Ideas	
<b>Young Infant: 0-8 months</b>	<b>CL.IT.i.3:</b> Randomly points to pictures in a book.	P. Reading
<b>Toddler: 16-36 months</b>	<b>CL.IT.t.5:</b> Draws meaning from pictures, print and text.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	Integration of Knowledge and Ideas CONT	
<b>Preschool: 48 months</b>	<b>CL.IT.p3.6:</b> With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.	M. Listening and comprehension
	<b>CL.IT.p3.7:</b> Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).	M. Listening and comprehension
	<b>CL.IT.p3.8:</b> With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	M. Listening and comprehension
<b>Preschool: 60 months</b>	<b>CL.IT.p4.7:</b> With prompting and support, use the illustrations to identify key details in the story.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>CL.IT.p4.8:</b> With prompting and support answers “why” questions based on information presented in the text.	M. Listening and comprehension
	<b>CL.IT.p4.9:</b> With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	M. Listening and comprehension
<b>Kindergarten</b>	<b>RI.K.7:</b> 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).	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>RI.K.9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	M. Listening and comprehension
	Range of Reading and Level of Text Complexity	
<b>Young Infant: 0-8 months</b>	<b>CL.IT.i.4:</b> Listens briefly to texts being read with an adult.	P. Reading Q. Book enjoyment and knowledge
<b>Mobile Infant: 6-18 months</b>	<b>CL.IT.mi.4:</b> Listens to texts being read by an adult.	P. Reading Q. Book enjoyment and knowledge
<b>Toddler: 16-36 months</b>	<b>CL.L.t.6 :</b> Engages in reading activities with an adult and possibly one or two peers.	E. Building relationships with adults F. Building relationships with other children Q. Book enjoyment and knowledge

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
<b>Preschool: 48 months</b>	<b>CL.IT.p3.9:</b> 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”).	Q. Book enjoyment and knowledge
<b>Preschool: 60 months</b>	<b>CL.IT.p4.10:</b> 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).	N. Phonological awareness Q. Book enjoyment and knowledge
<b>Kindergarten</b>	<b>RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
	<b>INFORMATIONAL TEXT (NON-FICTION): CL.IT. : Key Ideas and Details</b>	
<b>Mobile Infant: 6-18 months</b>	<b>CL.IT.mi.1:</b> Responds to a verbal prompt by pointing to requested picture. (e.g., “Oh look there is a cow, can you show me the cow?”)	P. Reading
<b>Toddler: 16-36 months</b>	<b>CL.IT.t.1:</b> With prompting and support, asks and answers simple questions about text using pictures.	M. Listening and comprehension
	<b>CL.IT.t.2:</b> 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?).	M. Listening and comprehension
<b>Preschool: 48 months</b>	<b>CL.IT.p3.1:</b> With prompting and support, asks and answers simple questions about the text.	M. Listening and comprehension
	<b>CL.IT.p3.2:</b> Retells some details of the text using pictures or props as a support.	M. Listening and comprehension P. Reading
<b>Preschool: 60 months</b>	<b>CL.IT.p4.1:</b> With prompting and support, asks and answers questions about key details in a text.	M. Listening and comprehension
	<b>CL.IT.p4.2:</b> With prompting and support, retells key details of a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>CL.IT.p4.3:</b> With prompting and support, describes the connection between two events or pieces of information in a text.	M. Listening and comprehension

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>INFORMATIONAL TEXT (NON-FICTION): CL.IT. CONT</b>	
<b>Kindergarten</b>	<b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	M. Listening and comprehension
	<b>RI.K.2:</b> With prompting and support, identify the main topic and retell key details of a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>RI.K.3:</b> With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	M. Listening and comprehension
	<b>Craft and Structure</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.IT.i.2:</b> 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).	P. Reading Q. Book enjoyment and knowledge
<b>Mobile Infant: 6-18 months</b>	<b>CL.IT.mi.2:</b> 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).	P. Reading Q. Book enjoyment and knowledge
<b>Toddler: 16-36 months</b>	<b>CL.IT.t.3:</b> Exhibits curiosity and interest in learning new vocabulary.	M. Listening and comprehension
	<b>CL.IT.t.4:</b> Identifies the front cover of a book in order to orient the book correctly for reading.	Q. Book enjoyment and knowledge
<b>Preschool: 48 months</b>	<b>CL.IT.p3.3:</b> Exhibits curiosity and interest in learning new vocabulary.	M. Listening and comprehension
	<b>CL.IT.p3.5:</b> Understands that books have both illustrations and print.	P. Reading Q. Book enjoyment and knowledge
<b>Preschool: 60 months</b>	<b>CL.IT.p4.4:</b> With prompting and support, asks and answers questions about unknown words in a text.	M. Listening and comprehension
<b>Kindergarten</b>	<b>RI.K.4:</b> With prompting and support, ask and answer questions about unknown words in a text.	M. Listening and comprehension

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Integration of Knowledge and Ideas</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.IT.i.3:</b> Randomly points to pictures in a book.	P. Reading
<b>Toddler: 16-36 months</b>	<b>CL.IT.t.5:</b> Draws meaning from pictures, print and text.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
<b>Preschool: 48 months</b>	<b>CL.IT.p3.6:</b> With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.	M. Listening and comprehension
	<b>CL.IT.p3.7:</b> Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).	M. Listening and comprehension
	<b>CL.IT.p3.8:</b> With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	M. Listening and comprehension
<b>Preschool: 60 months</b>	<b>CL.IT.p4.7:</b> With prompting and support, use the illustrations to identify key details in the story.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>CL.IT.p4.8:</b> With prompting and support answers “why” questions based on information presented in the text.	M. Listening and comprehension
	<b>CL.IT.p4.9:</b> With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	M. Listening and comprehension
<b>Kindergarten</b>	<b>RI.K.7:</b> 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).	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>RI.K.9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	M. Listening and comprehension

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Range of Reading and Level of Text Complexity</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.IT.i.4:</b> Listens briefly to texts being read with an adult.	P. Reading Q. Book enjoyment and knowledge
<b>Mobile Infant: 6-18 months</b>	<b>CL.IT.mi.4:</b> Listens to texts being read by an adult.	P. Reading Q. Book enjoyment and knowledge
<b>Preschool: 48 months</b>	<b>CL.IT.p3.9:</b> 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").	Q. Book enjoyment and knowledge
<b>Preschool: 60 months</b>	<b>CL.IT.p4.10:</b> 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).	N. Phonological awareness Q. Book enjoyment and knowledge
<b>Kindergarten</b>	<b>RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
	<b>FOUNDATIONAL SKILLS: CL.F.: Print Concepts (CL.F-PC)</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.F.i.1:</b> Explores books by touching, patting and mouthing.	Q. Book enjoyment and knowledge
<b>Mobile Infant: 6-18 months</b>	<b>CL.F.mi.1:</b> Explores a book by turning the pages (may be more than one at a time or back to front).	Q. Book enjoyment and knowledge
	<b>CL.F.mi.2:</b> Plays with objects with letters on them (e.g., alphabet blocks).	O. Alphabet knowledge
<b>Toddler: 16-36 months</b>	<b>CL.F.t.1 :</b> Holds book right side up to look at pictures.	Q. Book enjoyment and knowledge
	<b>CL.F.t.2:</b> Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).	P. Reading
<b>Preschool: 48 months</b>	<b>CL.F.p3.1a:</b> Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	P. Reading R. Writing
	<b>CL.F.p3.1b:</b> Demonstrates an understanding that print conveys meaning (i.e., environmental print).	P. Reading
	<b>CL.F.p3.1c:</b> Recognizes letters in their name.	O. Alphabet knowledge

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Print Concepts (CL.F-PC) CONT</b>	
<b>Preschool: 60 months</b>	<b>CL.F.p4.1a:</b> Follows words from left to right, top to bottom and page by page.	P. Reading R. Writing
	<b>CL.F.p4.1b:</b> Recognizes that spoken words are represented in written language by specific sequences of letter.	P. Reading
	<b>CL.F.p4.1c:</b> Recognizes that letters are grouped to form words.	O. Alphabet knowledge P. Reading
	<b>CL.F.p4.1d:</b> Recognizes and names some upper: and lowercase letters in addition to those in first name.	O. Alphabet knowledge
<b>Kindergarten</b>	<b>RF.K.1a:</b> Follow words from left to right, top to bottom and page by page.	P. Reading R. Writing
	<b>RF.K.1b:</b> Recognize that spoken words are represented in written language by specific sequences of letters.	P. Reading R. Writing
	<b>RF.K.1c:</b> Understand that words are separated by spaces in print.	P. Reading R. Writing
	<b>RF.K.1d:</b> Recognize and name all upper: and lowercase letters of the alphabet.	O. Alphabet knowledge
	<b>Phonological Awareness</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.F.i.2:</b> Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).	L. Speaking N. Phonological awareness
<b>Mobile Infant: 6-18 months</b>	<b>CL.F.mi.3:</b> Shows a varied response to sounds in the environment.	N. Phonological awareness
	<b>CL.F.mi.4:</b> 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).	N. Phonological awareness Q. Book enjoyment and knowledge
<b>Toddler: 16-36 months</b>	<b>CL.F.t.4:</b> Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	N. Phonological awareness

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Phonological Awareness CONT</b>	
<b>Preschool: 48 months</b>	<b>CL.F.p3.2:</b> Plays with the sounds of language.	N. Phonological awareness
	<b>CL.F.p3.2b:</b> Distinguishes whether two words rhyme or not.	N. Phonological awareness
	<b>CL.F.p3.2d:</b> Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).	N. Phonological awareness
<b>Preschool: 60 months</b>	<b>CL.F.p4.2:</b> Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):	N. Phonological awareness
	<b>CL.F.p4.2a:</b> Recognizes and produces rhyming words.	N. Phonological awareness
	<b>CL.F.p4.2b:</b> Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).	N. Phonological awareness
	<b>CL.F.p4.2c:</b> 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).	N. Phonological awareness
	<b>CL.F.p4.2d:</b> States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	N. Phonological awareness
<b>Kindergarten</b>	<b>RF.K.2c:</b> Blend and segment onsets and rimes of single-syllable spoken words.	N. Phonological awareness
	<b>RF.K.2d:</b> 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/.	N. Phonological awareness
	<b>RF.K.2e:</b> Add or substitute individual sounds (i.e., phonemes) in simple, one-syllable words to make new words.	N. Phonological awareness
	<b>Phonics and Word Recognition</b>	
<b>Preschool: 48 months</b>	<b>CL.F.p3.3:</b> Knows and applies age-appropriate word analysis skills.	P. Reading
	<b>CL.F.p3.3a:</b> Begins to identify own name in print.	P. Reading
	<b>CL.F.p3.3b:</b> Begins to recognize and “read” familiar words or environmental print.	P. Reading



## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Phonics and Word Recognition CONT</b>	
<b>Preschool: 60 months</b>	<b>CL.F.p4.3:</b> Knows and applies age appropriate word analysis skills in decoding words.	P. Reading
	<b>CL.F.p4.3a:</b> Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	O. Alphabet knowledge P. Reading
	<b>CL.F.p4.3b:</b> Identifies own name in print.	P. Reading
	<b>CL.F.p4.3c:</b> Recognizes and “reads” familiar words or environmental print.	P. Reading
<b>Kindergarten</b>	<b>RF.K.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	P. Reading
	<b>RF.K.3a:</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	O. Alphabet knowledge
	<b>RF.K.3b:</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	O. Alphabet knowledge
	<b>RF.K.3c:</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	P. Reading
	<b>Fluency</b>	
<b>Mobile Infant: 6-18 months</b>	<b>CL.F.mi.5:</b> Begins to vocalize as if reading when looking at a book.	P. Reading
<b>Toddler: 16-36 months</b>	<b>CL.F.t.5:</b> “Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.	P. Reading
<b>Preschool: 48 months</b>	<b>CL.F.p3.4:</b> Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	P. Reading
<b>Kindergarten</b>	<b>RF.K.4:</b> Read emergent-reader texts with purpose and understanding.	M. Listening and comprehension P. Reading

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>WRITING: CL.W. Text Types and Purposes</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.W.i.1:</b> 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).	J. Fine-motor skills R. Writing
	<b>CL.W.i.2:</b> Grasps objects using entire hand.	J. Fine-motor skills R. Writing
<b>Mobile Infant: 6-18 months</b>	<b>CL.W.mi.1:</b> Picks up objects between thumb and finger (i.e., pincer grasp).	J. Fine-motor skills R. Writing
	<b>CL.W.mi.2:</b> Uses a full-hand grasp to hold a writing tool to make scribbles.	R. Writing
<b>Toddler: 16-36 months</b>	<b>CL.W.t.1:</b> Uses thumb and fingers of one hand to hold writing tool.	J. Fine-motor skills
	<b>CL.W.t.2:</b> 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).	R. Writing
<b>Preschool: 48 months</b>	<b>CL.W.p3.1:</b> Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.	R. Writing
<b>Preschool: 60 months</b>	<b>CL.W.p4.1:</b> Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	R. Writing X. Art
<b>Kindergarten</b>	<b>W.K.1:</b> 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 . . .).	R. Writing X. Art
	<b>W.K.2:</b> 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.	R. Writing X. Art
	<b>W.K.3:</b> 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.	R. Writing X. Art

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	Production and Distribution of Writing	
<b>Preschool: 48 months</b>	<b>CL.W.p3.2:</b> Uses consistent marks to represent name when writing.	R. Writing
	<b>CL.W.p3.3:</b> With guidance and support, imitates shapes and strokes.	R. Writing
	<b>CL.W.p3.4:</b> 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").	EE. Tools and technology
<b>Preschool: 60 months</b>	<b>CL.W.p4.2:</b> Recognizably writes a majority of the letters in their name.	R. Writing
	<b>CL.W.p4.4:</b> 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).	EE. Tools and technology
<b>Kindergarten</b>	<b>W.K.6:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	EE. Tools and technology
	Research to Build and Present Knowledge	
<b>Toddler: 16-36 months</b>	<b>CL.W.t.3:</b> Participates in conversations about past events.	C. Reflection HH. History
<b>Preschool: 48 months</b>	<b>CL.W.p3.6:</b> With guidance and support from adults, collaborates with peers to recall information from experiences.	C. Reflection HH. History
<b>Preschool: 60 months</b>	<b>CL.W.p4.6:</b> With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	C. Reflection HH. History
<b>Kindergarten</b>	<b>W.K.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	C. Reflection HH. History

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>SPEAKING &amp; LISTENING: CL.SL. Comprehension and Collaboration</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.SL.i.1:</b> Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.	L. Speaking M. Listening and comprehension
	<b>CL.SL.i.2:</b> Listens to and begins to respond to familiar words (e.g., own name, bottle, mom).	M. Listening and comprehension
	<b>CL.SL.i.3:</b> Uses gestures, movements or vocalizations to gain attention of a familiar person.	L. Speaking
<b>Mobile Infant: 6-18 months</b>	<b>CL.SL.mi.1:</b> Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).	L. Speaking
	<b>CL.SL.mi.2:</b> 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”).	M. Listening and comprehension
	<b>CL.SL.mi.3:</b> Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).	L. Speaking
<b>Toddler: 16-36 months</b>	<b>CL.SL.t.1a:</b> Answers simple questions and begins to ask questions using inflection and intonation.	M. Listening and comprehension
	<b>CL.SL.t.1b:</b> Sustains a conversation with two or more turns.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	<b>CL.SL.t.2:</b> Confirms understanding of information presented orally through verbalizations of one or two words or actions.	M. Listening and comprehension
	<b>CL.SL.t.3:</b> Uses language to seek help, get information or clarify something that is not understood.	L. Speaking M. Listening and comprehension

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Comprehension and Collaboration CONT</b>	
<b>Preschool: 48 months</b>	<b>CL.SL.p3.1:</b> Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	<b>CL.SL.p3.1b:</b> Continues a conversation through three or more exchanges.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	<b>CL.SL.p3.2:</b> 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.	M. Listening and comprehension
<b>Preschool: 60 months</b>	<b>CL.SL.p4.1:</b> Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	<b>CL.SL.p4.1b:</b> Continues a conversation through multiple exchanges, staying on topic.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	<b>CL.SL.p4.2:</b> 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.	M. Listening and comprehension

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Comprehension and Collaboration CONT</b>	
<b>Kindergarten</b>	<b>SL.K.1:</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	<b>SL.K.1b:</b> Continue a conversation through multiple exchanges.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	<b>SL.K.2:</b> 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.	M. Listening and comprehension
	<b>SL.K.3:</b> Ask and answer questions in order to seek help, get information or clarify something that is not understood.	M. Listening and comprehension
	<b>Presentation of Knowledge and Ideas</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.SL.i.4:</b> Uses gestures, movements or vocalizations to communicate wants and needs.	K. Personal care and healthy behavior L. Speaking
	<b>CL.SL.i.5:</b> Uses differing cries to signal various needs.	K. Personal care and healthy behavior
	<b>CL.SL.i.6:</b> Uses some consonant-vowel (CV) combinations (e.g., ba, pa,ma).	L. Speaking
<b>Mobile Infant: 6-18 months</b>	<b>CL.SL.mi.4:</b> 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).	M. Listening and comprehension
	<b>CL.SL.mi.5:</b> Speaks so that familiar adults can understand about 50% of what child says.	L. Speaking
<b>Toddler: 16-36 months</b>	<b>CL.SL.t.4:</b> Uses words to label actions.	L. Speaking
	<b>CL.SL.t.5:</b> Expresses wants and needs, likes and dislikes.	A. Initiative and planning K. Personal care and healthy behavior
	<b>CL.SL.t.6:</b> Speaks so that familiar listeners are able to understand ideas, feeling and need.	L. Speaking

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Presentation of Knowledge and Ideas CONT</b>	
<b>Preschool: 48 months</b>	<b>CL.SL.p3.4:</b> Able to describe objects and actions depicted in pictures.	L. Speaking P. Reading
	<b>CL.SL.p3.5:</b> Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	L. Speaking
<b>Preschool: 60 months</b>	<b>CL.SL.p4.4:</b> Able to tell another person about what they have drawn.	X. Art
	<b>CL.SL.p4.5:</b> Speaks understandably to express ideas, feelings and needs.	L. Speaking
<b>Kindergarten</b>	<b>SL.K.5:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	R. Writing X. Art
	<b>SL.K.6:</b> Speak audibly and express thoughts, feelings and ideas clearly.	L. Speaking
	<b>LANGUAGE STANDARDS: CL.LS. Conventions of Standard English</b>	
<b>Preschool: 48 months</b>	<b>CL.LS.p3.1:</b> Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.	L. Speaking
	<b>CL.LS.p3.1a:</b> Begins to make letter like forms and print some letters (e.g., letters in their name).	R. Writing
	<b>CL.LS.p3.1f:</b> Communicates using at least 3-4 word sentences.	L. Speaking
	<b>CL.LS.p3.2:</b> Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.	R. Writing
<b>Preschool: 60 months</b>	<b>CL.LS.p4.1:</b> Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	L. Speaking R. Writing
	<b>CL.LS.p4.1a:</b> Prints some upper-and lower-case letters (e.g., letters in their name).	R. Writing
	<b>CL.LS.p4.1f:</b> Produces complete sentences in shared language activities.	L. Speaking
	<b>CL.LS.p4.2:</b> 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.	O. Alphabet knowledge R. Writing

## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Conventions of Standard English CONT</b>	
<b>Kindergarten</b>	<b>L.K.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L. Speaking R. Writing
	<b>L.K.1a:</b> Print many upper- and lowercase letters.	R. Writing
	<b>L.K.1f:</b> Produce and expand complete sentences in shared language activities.	L. Speaking
	<b>L.K.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	R. Writing
	<b>L.K.2c:</b> Write a letter or letters for most consonant and short-vowel sounds (i.e., phonemes).	O. Alphabet knowledge R. Writing
	<b>L.K.2d:</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	O. Alphabet knowledge R. Writing
	<b>Vocabulary Acquisition and Use</b>	
<b>Young Infant: 0-8 months</b>	<b>CL.LS.i.1:</b> 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?”).	M. Listening and comprehension
<b>Mobile Infant: 6-18 months</b>	<b>CL.LS.mi.1:</b> 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”).	M. Listening and comprehension
<b>Toddler: 16-36 months</b>	<b>CL.LS.t.1:</b> 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).	M. Listening and comprehension
<b>Preschool: 48 months</b>	<b>CL.LS.p3.5:</b> With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	L. Speaking M. Listening and comprehension P. Reading



## Kansas Early Learning Standards

## COR Advantage Items

	<b>COMMUNICATIONS AND LITERACY STANDARDS CONT</b>	
	<b>Vocabulary Acquisition and Use CONT</b>	
<b>Preschool: 60 months</b>	<b>CL.SL.p4.5:</b> With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	L. Speaking M. Listening and comprehension P. Reading
<b>Kindergarten</b>	<b>L.K.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	M. Listening and comprehension
	<b>L.K.4a:</b> Identify new meanings for familiar words and use them accurately (e.g., knowing duck is a bird and learning the verb to duck).	M. Listening and comprehension
	<b>L.K.5a:</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	BB. Observing and classifying
	<b>L.K.6:</b> Use words and phrases acquired through conversations, reading and being read to and responding to texts.	L. Speaking M. Listening and comprehension P. Reading

## Kansas Early Learning Standards

## COR Advantage Items

	<b>MATHEMATICS (M)</b>	
	<b>COUNTING &amp; CARDINALITY: M.CC.</b>	
<b>Mobile Infant: 6-18 months</b>	<b>M.CC.mi.1:</b> Names some number words but not in sequence.	S. Number and counting
<b>Toddler: 16-36 months</b>	<b>M.CC.t.1:</b> Verbally counts in sequence to 3.	S. Number and counting
<b>Preschool: 48 months</b>	<b>M.CC.p3.1:</b> Counts in sequence to 10.	S. Number and counting
	<b>M.CC.p3.2:</b> Demonstrates an understanding that number names can be represented with a written numeral.	S. Number and counting
<b>Preschool: 60 months</b>	<b>M.CC.p4.1:</b> Counts in sequence to 30.	S. Number and counting
	<b>M.CC.p4.2:</b> Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	S. Number and counting
	<b>M.CC.p4.3:</b> Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	S. Number and counting
<b>Kindergarten</b>	<b>M.CC.K.1:</b> Count to 100 by ones and by tens.	S. Number and counting
	<b>M.CC.K.2:</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	S. Number and counting
	<b>M.CC.K.3:</b> 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).	S. Number and counting
	Count to tell the number of objects	
<b>Mobile Infant: 6-18 months</b>	<b>M.CC.mi.2:</b> 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).	S. Number and counting U. Measurement
<b>Toddler: 16-36 months</b>	<b>M.CC.t.2:</b> 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”).	S. Number and counting

## Kansas Early Learning Standards

## COR Advantage Items

	<b>MATHEMATICS (M) CONT</b>	
	Count to tell the number of objects CONT	
<b>Preschool: 48 months</b>	<b>M.CC.p3.4:</b> Spontaneously counts for own purposes.	S. Number and counting
	<b>M.CC.p3.5:</b> Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).	S. Number and counting
<b>Preschool: 60 months</b>	<b>M.CC.p4.4:</b> Understands the relationship between numbers and quantities to 10; connect counting to cardinality.	S. Number and counting
	<b>M.CC.p4.4a:</b> 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).	S. Number and counting
	<b>M.CC.p4.4b1:</b> Understands that the last number name said tells the numbers of objects counted (cardinality).	S. Number and counting
	<b>M.CC.p4.4b2:</b> Understands that the number of objects remains the same regardless of the order in which the objects were counted.	S. Number and counting
	<b>M.CC.p4.4c:</b> Demonstrates an understanding that each successive number name refers to a quantity that is one larger.	S. Number and counting
	<b>M.CC.p4.5:</b> 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.	S. Number and counting
<b>Kindergarten</b>	<b>M.CC.K.1:</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	S. Number and counting
	<b>M.CC.K.1a:</b> 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.	S. Number and counting
	<b>M.CC.K.1b:</b> 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.	S. Number and counting
	<b>M.CC.K.1c:</b> Understand that each successive number name refers to a quantity that is one larger.	S. Number and counting
	<b>M.CC.K.2:</b> 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.	S. Number and counting

## Kansas Early Learning Standards

## COR Advantage Items

	<b>MATHEMATICS (M) CONT</b>	
	<b>Compare Numbers</b>	
<b>Young Infant: 0-8 months</b>	<b>M.CC.i.1:</b> Holds an object in each hand.	S. Number and counting V. Patterns
<b>Preschool: 48 months</b>	<b>M.CC.p3.6:</b> 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.	S. Number and counting
	<b>M.CC.p3.7:</b> When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	S. Number and counting
<b>Preschool: 60 months</b>	<b>M.CC.p4.6:</b> 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).	S. Number and counting
	<b>M.CC.p4.8:</b> Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	S. Number and counting
<b>Kindergarten</b>	<b>M.CC.K.1:</b> 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).	S. Number and counting
	<b>M.CC.K.2:</b> Compare two numbers between 1 and 10 presented as written numerals.	S. Number and counting

## Kansas Early Learning Standards

## COR Advantage Items

	<b>MATHEMATICS (M) CONT</b>	
	<b>OPERATIONS &amp; ALGEBRAIC THINKING: M.OA.</b>	
	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
<b>Young Infant: 0-8 months</b>	<b>M.OA.i.1:</b> Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).	E. Building relationships with adults AA. Pretend play
<b>Mobile Infant: 6-18 months</b>	<b>M.OA.mi.1:</b> Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo).	E. Building relationships with adults AA. Pretend play
<b>Toddler: 16-36 months</b>	<b>M.OA.t.1:</b> 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").	S. Number and counting
	<b>M.OA.t.2:</b> 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?").	N. Phonological awareness Z. Movement
<b>Preschool: 48 months</b>	<b>M.OA.p3.1:</b> 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").	S. Number and counting
	<b>M.OA.p3.2:</b> Uses concrete objects including shapes to copy simple patterns.	V. Patterns
<b>Preschool: 60 months</b>	<b>M.OA.p4.1:</b> 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?).	S. Number and counting
	<b>M.OA.p4.2:</b> Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	S. Number and counting
	<b>M.OA.p4.3:</b> 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).	V. Patterns

## Kansas Early Learning Standards

## COR Advantage Items

	<b>MATHEMATICS (M) CONT</b>	
	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from CONT	
<b>Kindergarten</b>	<b>M.OA.K.1:</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.	S. Number and counting
	<b>M.OA.K.2:</b> Solve addition and subtraction word problems and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).	S. Number and counting
	<b>M.OA.K.3:</b> 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 $5 = 4 + 1$ ).	S. Number and counting
	<b>M.OA.K.4:</b> 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.	S. Number and counting
	<b>M.OA.K.5:</b> Fluently add and subtract within 5.	S. Number and counting
	<b>MEASUREMENT &amp; DATA: M.MD.</b>	
	Describe and compare measurable attributes	
<b>Young Infant: 0-8 months</b>	<b>M.MD.i.1:</b> Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).	U. Measurement
<b>Mobile Infant: 6-18 months</b>	<b>M.MD.mi.1:</b> 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).	U. Measurement
<b>Toddler: 16-36 months</b>	<b>M.MD.t.1:</b> Starts to use words to describe measurable attributes (e.g., big, heavy, empty).	U. Measurement
<b>Preschool: 48 months</b>	<b>M.MD.p3.1:</b> 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!").	U. Measurement

## Kansas Early Learning Standards

## COR Advantage Items

	<b>MATHEMATICS (M) CONT</b>	
	Describe and compare measurable attributes CONT	
<b>Preschool: 60 months</b>	<b>M.MD.p4.1:</b> Describes and compares objects using measurable attributes (length, size, capacity and weight).	U. Measurement
	<b>M.MD.p4.2:</b> 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).	U. Measurement
<b>Kindergarten</b>	<b>M.MD.K.1:</b> Describe measurable attributes of objects (e.g., length or weight). Describe several measurable attributes of a single object.	U. Measurement
	<b>M.MD.K.2:</b> 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).	U. Measurement
	Classify objects and count the number of objects in each category	
<b>Young Infant: 0-8 months</b>	<b>M.MD.i.2:</b> 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).	BB. Observing and classifying
<b>Mobile Infant: 6-18 months</b>	<b>M.MD.mi.2:</b> 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).	BB. Observing and classifying
<b>Toddler: 16-36 months</b>	<b>M.MD.t.2:</b> 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).	BB. Observing and classifying
	<b>M.MD.t.3:</b> Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing).	S. Number and counting BB. Observing and classifying
<b>Preschool: 48 months</b>	<b>M.MD.p3.2:</b> 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).	BB. Observing and classifying

## Kansas Early Learning Standards

## COR Advantage Items

	<b>MATHEMATICS (M) CONT</b>	
	Classify objects and count the number of objects in each category CONT	
<b>Preschool: 60 months</b>	<b>M.MD.p4.3:</b> 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.	S. Number and counting BB. Observing and classifying
	<b>M.MD.p4.4:</b> Collects data by categories to answer simple questions.	W. Data analysis BB. Observing and classifying
<b>Kindergarten</b>	<b>M.MD.K.3:</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	S. Number and counting BB. Observing and classifying
	<b>GEOMETRY: M.G.</b>	
	Identify and Describe Shapes	
<b>Young Infant: 0-8 months</b>	<b>M.G.i.1:</b> Exhibits some sense of size, color and shape recognition of objects in the environment.	T. Geometry: Shapes and spatial awareness BB. Observing and classifying
<b>Mobile Infant: 6-18 months</b>	<b>M.G.mi.1:</b> Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).	T. Geometry: Shapes and spatial awareness
<b>Toddler: 16-36 months</b>	<b>M.G.t.1:</b> Demonstrates an understanding of simple location/position words (e.g., under, in, out).	T. Geometry: Shapes and spatial awareness
	<b>M.G.t.2:</b> 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).	T. Geometry: Shapes and spatial awareness
<b>Preschool: 48 months</b>	<b>M.G.p3.1:</b> 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).	T. Geometry: Shapes and spatial awareness
	<b>M.G.p3.2:</b> Correctly names shapes regardless of their orientations or overall size.	T. Geometry: Shapes and spatial awareness
<b>Preschool: 60 months</b>	<b>M.G.p4.1:</b> 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).	T. Geometry: Shapes and spatial awareness
	<b>M.G.p4.2:</b> Correctly name shapes regardless of their orientations or overall size.	T. Geometry: Shapes and spatial awareness



## Kansas Early Learning Standards

## COR Advantage Items

	<b>MATHEMATICS (M) CONT</b>	
	Identify and Describe Shapes CONT	
<b>Kindergarten</b>	<b>M.G.K.1:</b> 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).	T. Geometry: Shapes and spatial awareness
	<b>M.G.K.2:</b> Correctly name shapes regardless of their orientations or overall size.	T. Geometry: Shapes and spatial awareness
	<b>M.G.K.3:</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	T. Geometry: Shapes and spatial awareness
	Analyze, compare, create and compose shapes	
<b>Young Infant: 0-8 months</b>	<b>M.G.i.2:</b> Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	BB. Observing and classifying
<b>Mobile Infant: 6-18 months</b>	<b>M.G.mi.2:</b> 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).	T. Geometry: Shapes and spatial awareness
<b>Toddler: 16-36 months</b>	<b>M.G.t.3:</b> Manipulates shapes to place in a form board or simple puzzle.	T. Geometry: Shapes and spatial awareness
<b>Preschool: 48 months</b>	<b>M.G.p3.3:</b> 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).	T. Geometry: Shapes and spatial awareness
	<b>M.G.p3.4:</b> Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.	T. Geometry: Shapes and spatial awareness
<b>Preschool: 60 months</b>	<b>M.G.p4.3:</b> 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).	T. Geometry: Shapes and spatial awareness
	<b>M.G.p4.5:</b> Puts together several shapes to make a picture and fill simple outline puzzles.	T. Geometry: Shapes and spatial awareness

## Kansas Early Learning Standards

## COR Advantage Items

	<b>MATHEMATICS (M) CONT</b>	
	Analyze, compare, create and compose shapes CONT	
<b>Kindergarten</b>	<b>M.G.K.4:</b> Analyze and compare 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).	T. Geometry: Shapes and spatial awareness
	<b>M.G.K.5:</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	T. Geometry: Shapes and spatial awareness
	<b>M.G.K.6:</b> Compose simple shapes to form larger shapes (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).	T. Geometry: Shapes and spatial awareness

## Kansas Early Learning Standards

## COR Advantage Items

	<b>SCIENCE STANDARDS (S)</b>	
	<b>MOTION &amp; STABILITY: FORCES &amp; INTERACTIONS</b>	
<b>Young Infant: 0-8 months</b>	<b>S.i.1:</b> Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).	B. Problem solving with materials
	<b>S.i.2:</b> 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).	CC. Experimenting, predicting, and drawing conclusions
<b>Mobile Infant: 6-18 months</b>	<b>S.mi.1:</b> 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).	CC. Experimenting, predicting, and drawing conclusions
	<b>S.mi.2:</b> Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).	CC. Experimenting, predicting, and drawing conclusions
<b>Toddler: 16-36 months</b>	<b>S.t.1:</b> Demonstrates an understanding of basic cause and effect.	CC. Experimenting, predicting, and drawing conclusions
	<b>S.t.2:</b> 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).	CC. Experimenting, predicting, and drawing conclusions
<b>Preschool: 48 months</b>	<b>S.p3.1:</b> 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).	CC. Experimenting, predicting, and drawing conclusions
<b>Preschool: 60 months</b>	<b>S.p4.1:</b> 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).	CC. Experimenting, predicting, and drawing conclusions
	<b>S.p4.2:</b> Recognizes and describes the effect of his/her own actions on objects.	CC. Experimenting, predicting, and drawing conclusions

## Kansas Early Learning Standards

## COR Advantage Items

	<b>SCIENCE STANDARDS (S) CONT</b>	
	<b>MOTION &amp; STABILITY: FORCES &amp; INTERACTIONS CONT</b>	
<b>Kindergarten</b>	<b>K-PS2-1:</b> 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.	CC. Experimenting, predicting, and drawing conclusions
	<b>K-PS3-C:</b> Relationship between energy and forces. A bigger push or pull makes things go faster.	CC. Experimenting, predicting, and drawing conclusions
	<b>K-PS2-2:</b> 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.	CC. Experimenting, predicting, and drawing conclusions
	<b>K-PS2-A:</b> Forces and Motion- pushes and pulls can have different strengths and directions.	CC. Experimenting, predicting, and drawing conclusions
	<b>K-PS2-B:</b> Types of Interactions- when objects touch or collide, they push one another and can change motion.	CC. Experimenting, predicting, and drawing conclusions
	<b>FROM MOLECULES TO ORGANISMS: STRUCTURES &amp; PROCESSES</b>	
<b>Young Infant: 0-8 months</b>	<b>S.i.3:</b> Shows interest in animals.	DD. Natural and physical world
<b>Mobile Infant: 6-18 months</b>	<b>S.mi.3:</b> Shows interest in living things and observes and/or engages with them in a respectful way ( e.g., is gentle with animals, plants).	DD. Natural and physical world
<b>Toddler: 16-36 months</b>	<b>S.t.3:</b> Names familiar objects, animals, body parts (e.g., arm, hand, arm).	DD. Natural and physical world
	<b>S.t.4:</b> Begins to identify traits of living things (e.g., the sound a duck makes).	N. Phonological awareness DD. Natural and physical world
	<b>S.t.5:</b> Demonstrates an understanding that people and animals need food and water to live.	DD. Natural and physical world
<b>Preschool: 48 months</b>	<b>S.p3.3:</b> Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	BB. Observing and classifying DD. Natural and physical world
<b>Preschool: 60 months</b>	<b>S.p4.4:</b> Asks /answers questions about objects, organisms and events in their environments.	DD. Natural and physical world
<b>Kindergarten</b>	<b>K-LS1-1:</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.	DD. Natural and physical world

## Kansas Early Learning Standards

## COR Advantage Items

	<b>SCIENCE STANDARDS (S) CONT</b>	
	<b>EARTH &amp; HUMAN ACTIVITY</b>	
<b>Toddler: 16-36 months</b>	<b>S.t.7:</b> Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water).	DD. Natural and physical world
	<b>S.t.8:</b> Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.	AA. Pretend play
<b>Preschool: 48 months</b>	<b>S.p3.7:</b> Comments on an animal's appearance, behavior or habitat.	DD. Natural and physical world
	<b>S.p3.10:</b> Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).	G. Community DD. Natural and physical world
<b>Preschool: 60 months</b>	<b>S.p4.9:</b> Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).	DD. Natural and physical world
	<b>S.p4.12:</b> 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.).	DD. Natural and physical world
<b>Kindergarten</b>	<b>K-ESS3-3:</b> Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.	G. Community DD. Natural and physical world
	<b>K-ESS3-C:</b> 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.	DD. Natural and physical world

## Kansas Early Learning Standards

## COR Advantage Items

	<b>SOCIAL STUDIES (SS)</b>	
	<b>GOVERNMENT</b>	
<b>Young Infant: 0-8 months</b>	<b>SS.i.1:</b> Shows awareness of self and of other people.	E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others
<b>Mobile Infant: 6-18 months</b>	<b>SS.mi.1:</b> Prefers familiar adults over strangers.	E. Building relationships with adults
<b>Toddler: 16-36 months</b>	<b>SS.t.1:</b> Identifies family members by name.	E. Building relationships with adults FF. Knowledge of self and others
<b>Preschool: 48 months</b>	<b>SS.p3.1:</b> Names family members by relationships (e.g., dad, sister, cousin).	FF. Knowledge of self and others
<b>Preschool: 60 months</b>	<b>SS.p4.1:</b> Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	FF. Knowledge of self and others
<b>Kindergarten</b>	<b>SS.K.1:</b> Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	FF. Knowledge of self and others
	<b>ECONOMICS</b>	
<b>Young Infant: 0-8 months</b>	<b>SS.i.2:</b> Demonstrates beginning awareness of objects in the environment.	A. Initiative and planning
<b>Mobile Infant: 6-18 months</b>	<b>SS.mi.2:</b> Identifies objects as “mine.”	FF. Knowledge of self and others
<b>Preschool: 48 months</b>	<b>SS.p3.3:</b> Discriminates between “yours” and “mine.”	H. Conflict resolution FF. Knowledge of self and others
<b>Preschool: 60 months</b>	<b>SS.p4.2:</b> 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).	A. Initiative and planning H. Conflict resolution
	<b>SS.p4.3:</b> Demonstrates an understanding that money can be exchanged for goods and services.	AA. Pretend play
<b>Kindergarten</b>	<b>SS.K.3:</b> Understands the use of money to purchase goods and services.	AA. Pretend play
	<b>SS.K.5:</b> Gives examples of types of jobs that he/she does within the family.	FF. Knowledge of self and others

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL STUDIES (SS) CONT</i></b>	
	<b>GEOGRAPHY</b>	
<b>Mobile Infant: 6-18 months</b>	<b>SS.mi.3:</b> Demonstrates an understanding that objects and persons exist when not in sight.	GG. Geography
<b>Preschool: 48 months</b>	<b>SS.p3.5:</b> Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).	X. Art GG. Geography
	<b>SS.p3.6:</b> Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	G. Community
<b>Preschool: 60 months</b>	<b>SS.p4.4:</b> Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, here/there).	T. Geometry: Shapes and spatial awareness
	<b>SS.p4.5:</b> Creates simple “maps” or drawings of familiar places.	GG. Geography
	<b>SS.p4.6:</b> Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).	GG. Geography
	<b>SS.p4.8:</b> With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).	G. Community DD. Natural and physical world
<b>Kindergarten</b>	<b>SS.K.6:</b> Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, left/right, near/far, here/there).	T. Geometry: Shapes and spatial awareness
	<b>SS.K.8:</b> Describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).	GG. Geography
	<b>SS.K.10:</b> Identifies ways people can maintain or improve the quality of their environment.	G. Community DD. Natural and physical world

## Kansas Early Learning Standards

## COR Advantage Items

	<b><i>SOCIAL STUDIES (SS CONT)</i></b>	
	<b>KANSAS, UNITED STATES &amp; WORLD HISTORY</b>	
<b>Mobile Infant: 6-18 months</b>	<b>SS.mi.4:</b> Recognizes and anticipates familiar routines.	G. Community
<b>Toddler: 16-36 months</b>	<b>SS.t.4:</b> Identifies routines and common occurrences in his/her life.	G. Community
	<b>SS.t.5:</b> Recognizes the start and end of an event (e.g., clapping at the end of a song).	HH. History
<b>Preschool: 48 months</b>	<b>SS.p3.7:</b> Questions why and/or how people are similar or different.	FF. Knowledge of self and others
	<b>SS.p3.8:</b> 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...”).	HH. History
<b>Preschool: 60 months</b>	<b>SS.p4.9:</b> Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	FF. Knowledge of self and others
	<b>SS.p4.11:</b> Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	HH. History
<b>Kindergarten</b>	<b>SS.K.11:</b> Identifies and explains how tools and technology used in the home/school meet people’s needs.	EE. Tools and technology
	<b>SS.K.12:</b> 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.	FF. Knowledge of self and others HH. History
	<b>SS.K.13:</b> Identifies family customs and traditions and explains their importance.	FF. Knowledge of self and others
	<b>SS.K.17:</b> Places events in sequential order.	HH. History
	<b>SS.K.18:</b> Uses information to find main idea.	M. Listening and comprehension
	<b>SS.K.19:</b> Scans historic photographs to gain information.	HH. History
	<b>SS.K.20:</b> Asks questions, shares information and discusses ideas about the past.	M. Listening and comprehension HH. History



## Kansas Early Learning Standards

## COR Advantage Items

	<b>CREATIVE ARTS (CA)</b>	
	<b>DANCE : Physical:</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.1a:</b> Moves body parts (e.g., sits with support ).	I. Gross-motor skills
	<b>CA.i.1b:</b> Can focus on an object and follow it with focus.	T. Geometry: Shapes and spatial awareness
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.1a:</b> Pulls up to standing.	I. Gross-motor skills
	<b>CA.mi.1b:</b> Sits without support.	I. Gross-motor skills
<b>Toddler: 16-36 months</b>	<b>CA.t.1a:</b> Moves head, arms, legs, knees, elbows, fingers, toes in isolation.	I. Gross-motor skills
	<b>CA.t.1b:</b> Walks, runs, jumps.	I. Gross-motor skills
<b>Preschool: 48 months</b>	<b>CA.p3.1a:</b> Explores moving all body parts in isolation.	I. Gross-motor skills
<b>Preschool: 60 months</b>	<b>CA.p4.1a:</b> Explores one body part in conjunction with other body parts, balance on one foot.	I. Gross-motor skills
	<b>CA.p4.1b:</b> Skips, slides, leaps.	I. Gross-motor skills
	<b>DANCE: Responding:</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.2a:</b> Responds to sounds, visual images and motions.	Y. Music
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.2a:</b> Reacts to vocal or observed cues.	Y. Music
	<b>CA.mi.2b:</b> Responds to movement that has a beat or rhythm.	Z. Movement
<b>Toddler: 16-36 months</b>	<b>CA.t.2a:</b> When asked, moves forward, backwards, up and, down.	T. Geometry: Shapes and spatial awareness
	<b>CA.t.2c:</b> Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.	I. Gross-motor skills

## Kansas Early Learning Standards

## COR Advantage Items

	<b>CREATIVE ARTS (CA) CONT</b>	
	<b>DANCE: Responding CONT</b>	
<b>Preschool: 48 months</b>	<b>CA.p3.2a:</b> Moves one body part in response to a simple rhythm pattern.	Z. Movement
	<b>CA.p3.2c:</b> Moves over, under and around objects.	I. Gross-motor skills
<b>Preschool: 60 months</b>	<b>CA.p4.2a:</b> Dances to music with varying tempos.	Z. Movement
	<b>CA.p4.2b:</b> Creates simple rhythm patterns and is able to repeat them.	Z. Movement
	<b>DANCE: Creating:</b>	
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.3a:</b> Starts and stops with music cues with adult guidance.	Z. Movement
	<b>CA.mi.3b:</b> Explores bending, stretching, small and big.	I. Gross-motor skills
<b>Toddler: 16-36 months</b>	<b>CA.t.3a:</b> Stops and starts with music cues.	Z. Movement
	<b>CA.t.3b:</b> Improvises movement to fast and slow music.	Z. Movement
<b>Preschool: 48 months</b>	<b>CA.p3.3b:</b> Explores and creates patterns.	Z. Movement
	<b>CA.p3.3c:</b> Combines axial and locomotor movements together.	Z. Movement
<b>Preschool: 60 months</b>	<b>CA.p4.3b:</b> Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	Z. Movement
	<b>DANCE: Understanding:</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.4a:</b> Moves body when happy and excited.	Z. Movement
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.4a:</b> Controls some body movements.	I. Gross-motor skills Z. Movement
<b>Toddler: 16-36 months</b>	<b>CA.t.2a:</b> Stops and starts with music cues.	Z. Movement
	<b>CA.t.2b:</b> Improvises movement to fast and slow music.	Z. Movement

## Kansas Early Learning Standards

## COR Advantage Items

	<b>CREATIVE ARTS (CA) CONT</b>	
	<b>DANCE: Understanding: CONT</b>	
<b>Preschool: 48 months</b>	<b>CA.p3.4a:</b> Listens to musical cues and teacher instruction.	Z. Movement
	<b>CA.p3.4b:</b> Dances with purpose attentive to music and instruction.	Z. Movement
<b>Preschool: 60 months</b>	<b>CA.p4.4b:</b> Able to create movement and discovery.	Z. Movement
	<b>MUSIC: Physical:</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.5a:</b> Attends to sounds.	Y. Music
	<b>CA.i.5b:</b> Begins to make vocal sounds.	Y. Music
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.5a:</b> Responds physically to various rhythmic patterns in sound.	Z. Movement
	<b>CA.mi.5b:</b> Vocalizes in response to rhythm.	Y. Music
<b>Toddler: 16-36 months</b>	<b>CA.t.5a:</b> Begins to verbalize words to simple songs.	Y. Music
<b>Preschool: 48 months</b>	<b>CA.p3.5a:</b> Repeats sound and rhythm patterns.	N. Phonological awareness Y. Music
	<b>CA.p3.5b:</b> Sings simple songs.	Y. Music
<b>Preschool: 60 months</b>	<b>CA.p4.5a:</b> Participates in more complex songs and involves physical movement - finger plays, chants, etc.	Y. Music

## Kansas Early Learning Standards

## COR Advantage Items

	<b>CREATIVE ARTS (CA) CONT</b>	
	<b>MUSIC: Responding</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.6a:</b> Moves body to music.	Z. Movement
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.6a:</b> Identifies sources of sounds (i.e., dog, cat, car, etc.).	N. Phonological awareness
	<b>CA.mi.6b:</b> Moves to music-rhythm.	Z. Movement
<b>Toddler: 16-36 months</b>	<b>CA.t.6a:</b> Responds to tempos presented in a variety of ways: physically, verbally, with instruments.	Y. Music Z. Movement
<b>Preschool: 48 months</b>	<b>CA.p3.6a:</b> Moves to traditional music: march, gallop, hop, tiptoe.	Z. Movement
<b>Preschool: 60 months</b>	<b>CA.p4.6a:</b> Demonstrates movement without prompting: march, hop, tiptoe, skip.	I. Gross-motor skills
	<b>MUSIC: Creating:</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.7a:</b> Demonstrates shaking or banging objects or toys.	CC. Experimenting, predicting, and drawing conclusions
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.7a:</b> Chooses from variety of objects (instruments/toys).	A. Initiative and planning
	<b>CA.mi.7b:</b> Explores bringing objects together to make sounds.	CC. Experimenting, predicting, and drawing conclusions
<b>Preschool: 48 months</b>	<b>CA.p3.7a:</b> Repeats song patterns and rhythmic movements to music.	Z. Movement
<b>Preschool: 60 months</b>	<b>CA.p4.7a:</b> Creates own songs and movements, includes musical instruments.	Z. Movement
	<b>CA.p4.7b:</b> Vocalizes and uses instruments in more complex music/songs.	Y. Music

## Kansas Early Learning Standards

## COR Advantage Items

	<b>CREATIVE ARTS (CA) CONT</b>	
	<b>MUSIC: Understanding</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.8a:</b> Attends to music and rhythm patterns through caregiver touch and music exposure.	Y. Music Z. Movement
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.8b:</b> Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc).	Z. Movement
<b>Toddler: 16-36 months</b>	<b>CA.t.8b:</b> Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	Z. Movement
	<b>ACTING\THEATER: Physical</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.9a:</b> Responds to sounds.	AA. Pretend play
	<b>CA.i.9b:</b> Expresses needs with different sounds.	K. Personal care and healthy behavior L. Speaking
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.9a:</b> Imitates words.	L. Speaking
	<b>CA.mi.9b:</b> Responds to another voice.	M. Listening and comprehension
	<b>CA.mi.9c:</b> Follows simple directions.	M. Listening and comprehension
<b>Toddler: 16-36 months</b>	<b>CA.t.9a:</b> Beginning to follow more complex directions.	M. Listening and comprehension
	<b>CA.t.9b:</b> Initiates conversation.	L. Speaking
	<b>CA.t.9c:</b> Asks questions to understand order of world's story.	M. Listening and comprehension
<b>Preschool: 48 months</b>	<b>CA.p3.9a:</b> Recites nursery rhymes and simple songs.	N. Phonological awareness
	<b>CA.t.9b:</b> Initiates conversation.	M. Listening and comprehension
	<b>CA.p3.9c:</b> Memorizes words in books and stories.	P. Reading Q. Book enjoyment and knowledge
<b>Preschool: 60 months</b>	<b>CA.p4.9a:</b> Takes a role in acting out a story.	AA. Pretend play
	<b>CA.p4.9b:</b> Creates dialogue specific to a type of character.	AA. Pretend play

## Kansas Early Learning Standards

## COR Advantage Items

	<b>CREATIVE ARTS (CA) CONT</b>	
	<b>ACTING\THEATER: Responding</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.10c:</b> Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	N. Phonological awareness
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.10b:</b> Understands and responds to pictures in books that create story.	P. Reading
	<b>CA.mi.10c:</b> Initiates interaction with familiar people.	F. Building relationships with other children F. Building relationships with other children
<b>Toddler: 16-36 months</b>	<b>CA.t.10a:</b> Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	N. Phonological awareness
	<b>CA.t.10b:</b> Recreates plot of familiar stories or movies.	AA. Pretend play
<b>Preschool: 48 months</b>	<b>CA.p3.10a:</b> Identifies feelings - happy, sad, mad, etc.	D. Emotions
	<b>CA.p3.10b:</b> Beginning to differentiate between real and pretend.	AA. Pretend play
	<b>CA.p3.10c:</b> Participates in songs, stories, fingerplays, chants with voice and body together.	N. Phonological awareness
	<b>CA.p3.10d:</b> Beginning to take a role in dramatic play.	AA. Pretend play
<b>Preschool: 60 months</b>	<b>CA.p4.10a:</b> Anticipates story plot and structure of story.	M. Listening and comprehension
	<b>CA.p4.10b:</b> Assumes roles in dramatic play situations.	AA. Pretend play
	<b>CA.p4.10c:</b> Interacts with others in listening and responding in dramatic role.	M. Listening and comprehension AA. Pretend play
	<b>CA.p4.10d:</b> Demonstrates feelings with body and voice.	D. Emotions

## Kansas Early Learning Standards

## COR Advantage Items

	<b>CREATIVE ARTS (CA) CONT</b>	
	<b>ACTING\THEATER: Creating</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.11a:</b> Begins cooing, babbling.	L. Speaking
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.11b:</b> Demonstrates simple character/animal sounds with motions.	N. Phonological awareness
<b>Toddler: 16-36 months</b>	<b>CA.t.11a:</b> Talks in play situations.	AA. Pretend play
	<b>CA.t.11b:</b> Moves inanimate objects (e.g., toy characters) in a play situation.	AA. Pretend play
	<b>CA.t.11c:</b> Changes voice, emotion, body in play situations.	AA. Pretend play
	<b>CA.t.11d:</b> Likes to wear costumes to pretend to be other than self.	AA. Pretend play FF. Knowledge of self and others
<b>Preschool: 48 months</b>	<b>CA.p3.11a:</b> Follows simple instructions to recreate story and dramatic movement.	AA. Pretend play
	<b>CA.p3.11b:</b> Uses costumes to disguise self and become a character in everyday environment.	AA. Pretend play FF. Knowledge of self and others
<b>Preschool: 60 months</b>	<b>CA.p4.11b:</b> Repeats dialogue and movement to tell a story.	M. Listening and comprehension AA. Pretend play
	<b>CA.p4.11c:</b> Creates roles for self and others in dramatic play situations using body and dialogue.	AA. Pretend play
	<b>CA.p4.11d:</b> Uses costumes to create character with dialogue.	AA. Pretend play
	<b>CA.p4.11e:</b> Creates and executes complicated plot with conflict and resolution verbally and physically.	AA. Pretend play
	<b>CA.p4.11f:</b> Uses props/objects in creative ways to promote and create story.	AA. Pretend play

## Kansas Early Learning Standards

## COR Advantage Items

	<b>CREATIVE ARTS (CA) CONT</b>	
	<b>ACTING\THEATER: Understanding</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.12a:</b> Listens to stories, books, etc.	M. Listening and comprehension P. Reading
	<b>CA.i.12b:</b> Looks at pictures and points.	P. Reading
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.12a:</b> Responds to favorite stories.	Q. Book enjoyment and knowledge
	<b>CA.mi.12b:</b> Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.	N. Phonological awareness Q. Book enjoyment and knowledge
<b>Toddler: 16-36 months</b>	<b>CA.t.12a:</b> Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	N. Phonological awareness
	<b>CA.t.12b:</b> Recreates plot of familiar stories or movies.	AA. Pretend play
<b>Preschool: 48 months</b>	<b>CA.p3.12a:</b> Creates action and verbalization with costume prompt.	AA. Pretend play
	<b>CA.p3.12b:</b> Creates story with props/manipulatives.	AA. Pretend play
<b>Preschool: 60 months</b>	<b>CA.p4.12a:</b> Retells stories.	M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play
	<b>CA.p4.12b:</b> Uses imagination to create dramatic roles.	AA. Pretend play
	<b>CA.p4.12c:</b> Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	AA. Pretend play



## Kansas Early Learning Standards

## COR Advantage Items

	<b>CREATIVE ARTS (CA) CONT</b>	
	<b>VISUAL ARTS: Physical</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.13a:</b> Responds to light, color.	X. Art
	<b>CA.i.13b:</b> Explores sensory materials.	X. Art
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.13a:</b> Scribbles with crayon.	X. Art
	<b>CA.mi.13b:</b> Crawls on textures - fabric, wood, bubble wrap.	X. Art
<b>Toddler: 16-36 months</b>	<b>CA.t.13a:</b> Grips paint brush, crayons, pipette, spray bottle.	X. Art
	<b>CA.t.13b:</b> Makes random and disordered scribbles.	R. Writing X. Art
<b>Preschool: 48 months</b>	<b>CA.p4.13a:</b> Uses a variety of materials to create art.	J. Fine-motor skills
	<b>CA.t.13b:</b> Makes random and disordered scribbles.	DD. Natural and physical world
<b>Preschool: 60 months</b>	<b>CA.p4.13a:</b> Uses a variety of materials to create art.	X. Art
	<b>CA.p4.13b:</b> Shows skill with scissors.	J. Fine-motor skills
	<b>VISUAL ARTS: Responding</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.14a:</b> Responds to various textures and sensory materials - fabric, water, sand, etc.	X. Art
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.14b:</b> Grasps objects with thumb and pointer finger.	J. Fine-motor skills
<b>Toddler: 16-36 months</b>	<b>CA.t.15a:</b> Explores and manipulates sensory materials.	X. Art
	<b>CA.t.14b:</b> Shows control of paint, brushes, markers, etc.	J. Fine-motor skills X. Art
<b>Preschool: 48 months</b>	<b>CA.p3.14a:</b> Explores more complex art activities.	X. Art
<b>Preschool: 60 months</b>	<b>CA.p4.14a:</b> Recognizes and describes various art forms - sculpture, painting, printing.	X. Art
	<b>CA.p4.14b:</b> Drawings suggest real life.	X. Art
	<b>CA.p4.14c:</b> Drawings becoming better defined, more detail.	X. Art

## Kansas Early Learning Standards

## COR Advantage Items

	<b>CREATIVE ARTS (CA) CONT</b>	
	<b>VISUAL ARTS: Creating</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.15a:</b> Splashes water, blows bubbles.	X. Art
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.15a:</b> Explores sensory materials - non-toxic paint, finger paint, paper, play dough, sand.	X. Art
<b>Toddler: 16-36 months</b>	<b>CA.t.15a:</b> Explores and manipulates sensory materials.	X. Art
	<b>CA.t.15b:</b> Demonstrates self-expression with art materials.	X. Art
<b>Preschool: 48 months</b>	<b>CA.p3.15a:</b> Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.	X. Art
	<b>CA.p3.15b:</b> Works independently.	A. Initiative and planning
<b>Preschool: 60 months</b>	<b>CA.p4.15a:</b> Tells stories/works out problems with drawings.	X. Art
	<b>CA.p4.15b:</b> Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	X. Art
	<b>VISUAL ARTS: Understanding</b>	
<b>Young Infant: 0-8 months</b>	<b>CA.i.16a:</b> Beginning to imitate sounds.	L. Speaking
	<b>CA.i.16b:</b> Favors objects/sensory materials.	A. Initiative and planning X. Art
<b>Mobile Infant: 6-18 months</b>	<b>CA.mi.16a:</b> Repeats actions, sounds, activities, etc.	AA. Pretend play
<b>Toddler: 16-36 months</b>	<b>CA.t.16a:</b> Explores and manipulates sensory materials.	X. Art
	<b>CA.t.16b:</b> Demonstrates self-expression with art materials.	X. Art
<b>Preschool: 48 months</b>	<b>CA.p3.16a:</b> Mixes colors to create a new color.	CC. Experimenting, predicting, and drawing conclusions
	<b>CA.p3.16b:</b> Names shapes.	T. Geometry: Shapes and spatial awareness
<b>Preschool: 60 months</b>	<b>CA.p4.16b:</b> Discusses own artistic creations and those of others.	X. Art

## References

- Kansas Early Learning Standards Committee, Kansas State Department of Education. (2014). *Kansas Early Learning Standards*. Topeka, KS: Author.  
<http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf>
- Epstein, A. S., Marshall, B., & Gainsley, S. (2014). *COR Advantage 1.5: Scoring guide*. Ypsilanti, MI: HighScope Press.
- Epstein, A. S., Marshall, B., Gainsley, S., Red-e Set Grow, Albro, C., Claxton, J., ... Smith, E. V. (2014). *COR Advantage 1.5* [Computerized assessment system].  
Online at <http://www.coradvantage.org>.