HIGHSCOPE®

THE HIGHSCOPE curriculum AND COR Advantage®

2024 Kansas Early Learning Standards

Infant-Toddler

2026 HighScope Alignment

ALIGNMENT



Kansas Early Learning Standards	COR Advantage Items	Key Developmental Indicators (KDIs) — Infant-Toddler	ELGs
Approaches to Learning Standards			
A. Persistence & Engagement in Learning			
Benchmark	**COR Item**	**KDI**	**ELG**
1. Engagement and Attention			
ATL.PEL.i.1: Demonstrates awareness of happenings and surroundings.	G. Community GG. Geography	31. Seeing from different viewpoints 32. Anticipating events	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.PEL.i.2: Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage.	E. Building relationships with adults L. Speaking	5. Attachment 6. Relationships with adults 17. Nonverbal communication	Approaches to Learning – Children sustain attention and persist in activities with adult support.
ATL.PEL.1.3: Shows interest in other children.	F. Building relationships with other children	7. Relationships with peers	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.PEL.mi.1: Focuses on an activity but is easily distracted.	A. Initiative and planning	1. Initiative	Approaches to Learning – Children sustain attention and persist in activities with adult support.
ATL.PEL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peek-a-boo).	A. Initiative and planning E. Building relationships with adults C. Reflection	5. Attachment 6. Relationships with adults	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.PEL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.	A. Initiative and planning	1. Initiative	Approaches to Learning – Children sustain attention and persist in activities with adult support.
ATL.PEL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.PEL.t.3: Continues to play when a caregiver leaves the area.	A. Initiative and planning	1. Initiative	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
2. Persistence			

ATL.PEL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for	C. Reflection	1. Initiative	Science – Children explore cause-and-effect relationships through actions on people and objects.
ATL.PEL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the "pick-it-up" game).	C. Reflection	1. Initiative	Approaches to Learning – 1.3.1 Children communicate the presence of a problem and, with assistance, consider possible solutions.
ATL.PEL.mi.4: Executes simple two-step plan (i.e., means-to-end task).	A. Initiative and planning	1. Initiative	Approaches to Learning – 1.3.1 Children communicate the presence of a problem and, with assistance, consider possible solutions.
ATL.PEL.t.4: Engages in self-initiated activities for a sustained period of time.	A. Initiative and planning	1. Initiative	Approaches to Learning – Children sustain attention and persist in activities with adult support. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
ATL.PEL.t.5: Returns to an activity after be	A. Initiative and planning	1. Initiative	Approaches to Learning – Children sustain attention and persist in activities with adult support.
distracted.	C. Reflection		
B. Initiative			
1. Curiosity and Initiative			
ATL.I.i.1: Shows preferences for certain toys or activities.	A. Initiative and planning	1. Initiative	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
ATL.I.i.2: Lifts arms toward caregiver to be picked up; explores own fingers and toes.	E. Building relationships with adults	1. Initiative 6. Relationships with adults	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
ATL.I.mi.1: Explores the environment through a variety of senses.	BB. Observing and classifying	22. Exploring objects	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
ATL.I.mi.2: Chooses toys/things for play.	A. Initiative and planning	1. Initiative	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

ATL.I.t.1: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sandbox to fill a hole).	A. Initiative and planning	22. Exploring objects 30. Taking apart and putting together	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Science – Children explore cause-and-effect relationships through actions on people and objects.
ATL.I.t.2: Expresses preferences for familiar people, books, toys and activities; often insists on some	A. Initiative and planning E. Building relationships with adults	1. Initiative 6. Relationships with adults	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
ATL.I.t.3: Asks questions about items/objects.	L. Speaking	18. Two-way communication 19. Speaking	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
2. Sense of Competence			
ATL.I.i.3: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).	C. Reflection	35. Cause and effect	Approaches to Learning – Children sustain attention and persist in activities with adult support. Science – Children explore cause-and-effect relationships through actions on people and objects.
ATL.I.i.4: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	K. Personal care and healthy behavior	3. Self-help	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.I.mi.3: 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	3. Self-help 8. Emotions 35. Cause and effect	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.ATL.I.mi.4: Points or protests to indicate likes and dislikes.	D. Emotions	8. Emotions 1. Initiative 17. Nonverbal communication	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.I.mi.5: Expresses and responds to a variety of emotions.	D. Emotions	8. Emotions	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.I.t.4: Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”).	D. Emotions FF. Knowledge of self and others	4. Distinguishing self and others 1. Initiative	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.I.t.5: Begins to show assertiveness (e.g., giving orders to others).	D. Emotions FF. Knowledge of self and others	4. Distinguishing self and others 1. Initiative	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

ATL.I.t.6: Feels comfortable in a variety of places with	E. Building relationships with adults	6. Relationships with adults	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
familiar adults.			
C. Creativity			
1. Problem Solving			
ATL.C.i.1: Expresses discomfort when needs are not met.	B. Problem solving with materials	2. Problem-solving	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.C.i.2: Looks for caregiver response in new or uncertain situations.	E. Building relationships with adults	6. Relationships with adults	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.C.mi.1: Seeks out trusted adult for comfort or support and/or accepts adult assistance.	E. Building relationships with adults	6. Relationships with adults	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.C.mi.2: Tries to do thing on own.	A. Initiative and planning	1. Initiative 3. Self-help	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
ATL.C.mi.3: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).	D. Emotions	8. Emotions 11. Group participation	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.C.t.1: Seeks alternate method when first attempt fails and/or seeks adult assistance.	B. Problem solving with materials	2. Problem-solving	Approaches to Learning – 1.3.1 Children communicate the presence of a problem and, with assistance, consider possible solutions.
ATL.C.t.2: 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	2. Problem-solving 35. Cause and effect	Approaches to Learning – 1.3.1 Children communicate the presence of a problem and, with assistance, consider possible solutions.
ATL.C.t.3: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	G. Community	11. Group participation	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
2. Creativity and Flexibility			
ATL.C.i.3: Shows interest in looking at, feeling or exploring new objects.	A. Initiative and planning	1. Initiative 22. Exploring objects	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.

ATL.C.mi.4: 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	22. Exploring objects 35. Cause and effect	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.C.mi.5: 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	22. Exploring objects 35. Cause and effect	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
ATL.C.mi.6: May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	CC. Experimenting, predicting, and drawing conclusions	6. Relationships with adults 35. Cause and effect	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.C.t.4: 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).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect	Approaches to Learning – Children explore, initiate, attend, and persist in learning experiences.
ATL.C.t.5: May change behavior based on previous learning.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Physical Health and Development Standards			
A. Gross Motor			
PHD.GMS.i.1: Crawls through and around objects.	I. Gross-motor skills	13. Moving the whole body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
PDH.GMS.i.2: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements.	I. Gross-motor skills	13. Moving the whole body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
PDH.GMS.i.3: Reaches for objects.	I. Gross-motor skills	13. Moving the whole body 14. Moving with objects	Physical Development and Health – Children develop increasing control of their bodies and participate in healthy routines.

PDH.GMS.mi.1: Creeps up or down stairs.	I. Gross-motor skills	13. Moving the whole body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
PDH.GMS.mi.2: Takes independent steps.	I. Gross-motor skills	13. Moving the whole body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
PDH.GMS.mi.3: Throws ball and other objects independently.	I. Gross-motor skills	13. Moving the whole body 14. Moving with objects	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
PDH.GMS.t.1: Maintains balance when performing actions.	I. Gross-motor skills	13. Moving the whole body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
PDH.GMS.t.2: Catches a ball with both hands.	I. Gross-motor skills	13. Moving the whole body 14. Moving with objects	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
PDH.GMS.t.3: Begins to run.	I. Gross-motor skills	13. Moving the whole body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
B. Fine Motor Skills			
PDH.FMS.i.1: Transfer object from one hand to other.	J. Fine-motor skills	12. Moving parts of the body	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
PDH.FMS.i.2: Grasps and releases object using entire hand.	J. Fine-motor skills	12. Moving parts of the body	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

PDH.FMS.mi.1: Coordinates the use of arms, hands and fingers to accomplish tasks.	J. Fine-motor skills	12. Moving parts of the body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
PDH.FMS.mi.2: Coordinates eye-hand movements.	J. Fine-motor skills	12. Moving parts of the body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
PDH.FMS.t.1: Coordinates the use of arms, hands and fingers to accomplish more complex tasks.	J. Fine-motor skills	12. Moving parts of the body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
C. Physical Fitness			
PDH.PF.i.1: Interacts with a variety of physical activities.	I. Gross-motor skills	13. Moving the whole body	Physical Development and Health – Children develop increasing control of their bodies and participate in healthy routines.
PDH.PF.mi.1: Participates in a variety of active physical play.	I. Gross-motor skills	13. Moving the whole body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
PDH.PF.t.1: Participates in a variety of active physical play for longer periods of time.	I. Gross-motor skills	13. Moving the whole body	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
D. Nutrition & Healthy Eating			

PDH.NHE.i.1: Communicates hunger and when full.	K. Personal care and healthy behavior	3. Self-help	Physical Development and Health – Children participate in healthy eating routines and make food choices with adult support.
PDH.NHE.mi.1: Eats during regular meals and snack times; anticipates routine meals; and asks for more if still hungry.	K. Personal care and healthy behavior	3. Self-help	Physical Development and Health – Children participate in healthy eating routines and make food choices with adult support.
PDH.NHE.t.1: Makes simple food choices; has food preferences; and demonstrates a willingness to try new foods.	K. Personal care and healthy behavior	3. Self-help	Physical Development and Health – Children develop increasing control of their bodies and participate in healthy routines.
E. Self-Care			
PDH.SC.i.1: Signals need by crying.	K. Personal care and healthy behavior	3. Self-help 17. Nonverbal communication	Physical Development and Health – Children participate in personal care routines with increasing independence.
PDH.SC.mi.1: Expresses physical needs.	K. Personal care and healthy behavior	3. Self-help 17. Nonverbal communication	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Physical Development and Health – Children participate in personal care routines with increasing independence.
PDH.SC.t.1: Washes hands and face with assistance.	K. Personal care and healthy behavior	3. Self-help	Physical Development and Health – Children participate in personal care routines with increasing independence.
PDH.SC.t.2: May begin to initiate interest in self-toileting.	K. Personal care and healthy behavior	3. Self-help	Physical Development and Health – Children develop increasing control of their bodies and participate in healthy routines.
F. Safety			
PDH.S.i.1: Shows preference for primary caregiver.	E. Building relationships with adults	5. Attachment 6. Relationships with adults	Physical Development and Health – Children develop increasing control of their bodies and participate in healthy routines.
PDH.S.mi.1: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.	E. Building relationships with adults	5. Attachment 6. Relationships with adults	Physical Development and Health – Children demonstrate awareness of safe and unsafe behaviors with adult support.

PDH.S.t.1: Follows adult interaction/guidance regarding safety.	E. Building relationships with adults	5. Attachment 6. Relationships with adults	Physical Development and Health – Children demonstrate awareness of safe and unsafe behaviors with adult support.
PDH.S.t.2: Differentiates between some harmful and safe situations.	K. Personal care and healthy behavior	3. Self-help	Physical Development and Health – Children demonstrate awareness of safe and unsafe behaviors with adult support.
Social-Emotional Development Standards			
A. Character			
1. Foundations of Character Development			
a. Develop understanding of appropriate behaviors.			
Not yet age appropriate.			
Not yet age appropriate.			
Not yet age appropriate.			
b. Foster caring attachments between fellow children, staff and the community.			
SED.CD.i.1: Initiates and engages in reciprocal interactions with familiar adults.	E. Building relationships with adults	6. Relationships with adults	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
SED.CD.mi.1: Participates in routines and experiences	E. Building relationships with adults	6. Relationships with adults	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children develop positive relationships and increasingly engage with peers. Social Emotional – Children participate in familiar routines and increasingly follow expectations with adult guidance.
that involve give-and-take interaction with familiar adults.	G. Community	11. Group participation	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.3.1 Children communicate the presence of a problem and, with assistance, consider possible solutions.

SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve	E. Building relationships with adults	6. Relationships with adults	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.	E. Building relationships with adults	6. Relationships with adults	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
c. Demonstrate mutual respect and utilize strategies to build a safe and productive culture.			
SED.CD.i.2: Begins to form relationships with consistent caregivers.	E. Building relationships with adults	5. Attachment 6. Relationships with adults	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.	E. Building relationships with adults	5. Attachment 6. Relationships with adults	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
SED.CD.t.3: Begins to separate from caregiver more easily.	E. Building relationships with adults	5. Attachment 6. Relationships with adults	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
d. Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.			
Not yet age appropriate.			
Not yet age appropriate.			
Not yet age appropriate.			
B. Responsible Decision-Making & Problem-Solving			
1. Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe			
Not yet age appropriate.			
SED.R.mi.1: Shows emerging signs of responding to choices offered by adults to help guide behavior.	D. Emotions G. Community	6. Relationships with adults 8. Emotions 11. Group participation	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children participate in familiar routines and increasingly follow expectations with adult guidance.

SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	D. Emotions G. Community	6. Relationships with adults 8. Emotions 11. Group participation	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
2. Demonstrates awareness of personal time and			
responsibilities within predictable routines.			
Not yet age appropriate.			
SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.	G. Community	6. Relationships with adults 11. Group participation	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children participate in familiar routines and increasingly follow expectations with adult guidance. Approaches to Learning – 1.3.1 Children communicate the presence of a problem and, with assistance, consider possible solutions.
SED.R.t.2: Remembers and follows expectations for familiar routines some of the time but may find it hard to transition from preferred activities.	G. Community	6. Relationships with adults 11. Group participation	Social Emotional – Children participate in familiar routines and increasingly follow expectations with adult guidance.
3. Develop, implement and model effective problem-solving skills.			
Not yet age appropriate.			
SED.R.mi.3: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	D. Emotions	6. Relationships with adults 8. Emotions 11. Group participation	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children participate in familiar routines and increasingly follow expectations with adult guidance.

SED.R.t.3: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	D. Emotions	6. Relationships with adults 8. Emotions 11. Group participation	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
C. Personal			
1. Self-Awareness			
a. Expresses and develops an understanding of thoughts and emotions of self and others.			
SED.PD.i.1: Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	D. Emotions	8. Emotions	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
SED.PD.mi.1: Communicates a variety of emotions purposefully and intentionally.	D. Emotions	8. Emotions	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express them.	D. Emotions	8. Emotions	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
b. Develops and communicates a sense of self and positive identity.			
SED.PD.i.2: Begins to understand self as separate person from others.	FF. Knowledge of self and others	4. Distinguishing self and others	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.	FF. Knowledge of self and others	4. Distinguishing self and others	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
SED.PD.t.2: Shows awareness of self as belonging to one or more groups.	FF. Knowledge of self and others	4. Distinguishing self and others 11. Group participation	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
SED.PD.t.3: Identifies own feelings, needs and interests.	D. Emotions	8. Emotions	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
2. Self-Management			

a. Understand and practice strategies for managing emotions and behaviors.			
SED.PD.i.3: Begins to self soothe in simple ways.	K. Personal care and healthy behavior	3. Self-help	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
SED.PD.i.4: Communicates needs help through vocalizations and gestures.	L. Speaking K. Personal care and healthy behavior	6. Relationships with adults 3. Self-help	Social Emotional – Children develop self-awareness, self-regulation, and relationships with others.
SED.PD.mi.3: Self soothes in a variety of ways.	K. Personal care and healthy behavior	3. Self-help	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.	E. Building relationships with adults	6. Relationships with adults	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children recognize and respond to the emotions and needs of others.
SED.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine.	E. Building relationships with adults K. Personal care and healthy behavior	3. Self-help 8. Emotions	Social Emotional – Children participate in familiar routines and increasingly follow expectations with adult guidance.
b. Reflect on perspectives and emotional responses.			
SED.PD.i.5: Imitates the expression of feelings of those around them.	D. Emotions	8. Emotions 9. Empathy	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
SED.PD.mi.5: Demonstrates an awareness of others' feelings.	D. Emotions	8. Emotions 9. Empathy	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – Children recognize and respond to the emotions and needs of others.

SED.PD.t.5: May respond to peer's distress by doing something to make him/her feel better.	D. Emotions	8. Emotions 9. Empathy	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – Children develop positive relationships and increasingly engage with peers. Social Emotional – Children recognize and respond to the emotions and needs of others.
c. Set, monitor, adapt and evaluate goals to achieve success in social settings.			
Not yet age appropriate.			
Not yet age appropriate.			
Not yet age appropriate.			
D. Social			
1. Social Awareness			
a. Demonstrate awareness of the thoughts, feelings and perspectives of others.			
SED.SD.i.1: Reacts to emotional expressions of others.		8. Emotions 9. Empathy	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.	D. Emotions	8. Emotions 9. Empathy	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Social Emotional – Children recognize and respond to the emotions and needs of others.
SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.	D. Emotions	8. Emotions 9. Empathy	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – Children recognize and respond to the emotions and needs of others.

SED.SD.t.2: Respond in caring ways to another's distress in some situations.	D. Emotions	8. Emotions 9. Empathy	Social Emotional – Children develop self-awareness, self-regulation, and relationships with others.
b. Express comfort and joy in human diversity and develop accurate language for differences.			
SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.	C. Reflection	4. Distinguishing self and others 22. Exploring objects	Social Emotional – Children develop self-awareness, self-regulation, and relationships with others.
SED.SD.mi.2: Identifies similarities and differences in objects and people.	BB. Observing and classifying	22. Exploring objects 24. Exploring same and different	Social Emotional – Children develop self-awareness, self-regulation, and relationships with others.
SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.	A. Initiative and planning	1. Initiative	Social Emotional – Children develop self-awareness, self-regulation, and relationships with others.
SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.	C. Reflection	23. Object permanence 35. Cause and effect	Social Emotional – Children develop positive relationships and increasingly engage with peers.
2. Interpersonal Skills			
a. Demonstrate communication and social skills to interact effectively.			
SED.SD.i.3: Shows interest in other children.	F. Building relationships with other children	7. Relationships with peers	Social Emotional – Children develop positive relationships and increasingly engage with peers.
SED.SD.i.4: Repeats actions that elicit social responses from others.	F. Building relationships with other children	7. Relationships with peers	Social Emotional – Children develop self-awareness, self-regulation, and relationships with others.
SED.SD.mi.3: Briefly engages in simple interaction with another child.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others	Social Emotional – Children develop positive relationships and increasingly engage with peers.
SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others	Social Emotional – Children develop positive relationships and increasingly engage with peers.
b. Develop and maintain positive relationships.			

SED.SD.i.5: Initiates and engages in give-and-take interactions with familiar adults.	E. Building relationships with adults	6. Relationships with adults 18. Two-way communication	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children develop positive relationships and increasingly engage with peers.
SED.SD.mi.4: Participates in routines and experiences that involve give-and-take interactions with familiar adults.	E. Building relationships with adults	6. Relationships with adults 18. Two-way communication 11. Group participation	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children develop positive relationships and increasingly engage with peers. Social Emotional – Children participate in familiar routines and increasingly follow expectations with adult guidance.
SED.t.6: Seeks out trusted adult for comfort or support.	E. Building relationships with adults	6. Relationships with adults 5. Attachment	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.	E. Building relationships with adults	6. Relationships with adults	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
c. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.			
Not yet age appropriate.			
SED.SD.mi.5: Shows emerging signs of responding appropriately to limits and choices offered by adults to help guide behavior.	H. Conflict Resolution	8. Emotions	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children participate in familiar routines and increasingly follow expectations with adult guidance.
SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with	H. Conflict Resolution D. Emotions	8. Emotions	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
guidance from adults.			

SED.SD.t.9: Seeks adult assistance when encountering a problem.	E. Building relationships with adults	8. Emotions 6. Relationships with adults	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.3.1 Children communicate the presence of a problem and, with assistance, consider possible solutions.
Communication and Literacy Standards			
A. Speaking and			
1. Conversation and			
CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.	E. Building relationships with adults L. Speaking	17. Nonverbal communication 18. Two-way communication	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.
CL.SL.i.2: Listens to and begins to respond to familiar words.	M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication	Language and Literacy – 4.1.2 Children understand and respond to language from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
CL.SL.i.3: Uses gestures, movements or vocalizations to gain the attention of a familiar person.	L. Speaking	17. Nonverbal communication	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and one or two words.	L. Speaking	17. Nonverbal communication 19. Speaking	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.

CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around them.	M. Listening and comprehension	17. Nonverbal communication 18. Two-way communication	Language and Literacy – 4.1.2 Children understand and respond to language from others.
CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs met.	L. Speaking	17. Nonverbal communication 18. Two-way communication	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
CL.SL.t.1: In a conversation with a peer or caregiver, answers simple questions and begins to ask questions using inflection and intonation.	L. Speaking	16. Listening and responding 19. Speaking	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
CL.SL.t.1a: In a conversation with a peer or caregiver, sustains a conversation with two or more turns.	L. Speaking	16. Listening and responding 18. Two-way communication	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions.	L. Speaking	16. Listening and responding 18. Two-way communication	Language and Literacy – 4.1.2 Children understand and respond to language from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.	L. Speaking	17. Nonverbal communication 19. Speaking	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
2. Expressive Language			
CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs.	L. Speaking	17. Nonverbal communication	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
CL.SL.i.5: Uses differing cries to signal various needs.	L. Speaking	17. Nonverbal communication	Language and Literacy – Children understand and use increasingly complex communication and literacy behaviors.
CL.SL.i.6: Uses some consonant vowel (CV)	L. Speaking	19. Speaking	Language and Literacy – Children understand and use increasingly complex communication and literacy behaviors.
combinations.			

CL.SL.mi.4: Demonstrates an understanding of a few simple concepts.	L. Speaking	16. Listening and responding 19. Speaking	Language and Literacy – 4.1.2 Children understand and respond to language from others.
CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what the child says.	L. Speaking	19. Speaking	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
CL.SL.t.4: Uses words to label actions.	L. Speaking	19. Speaking	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
CL.SL.t.5: Uses language to express wants and needs, likes and dislikes.	L. Speaking	17. Nonverbal communication 19. Speaking	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
CL.SL.t.6: Speaks so that familiar listeners can understand ideas, feelings and needs.	L. Speaking	19. Speaking	Language and Literacy – 4.1.2 Children understand and respond to language from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
B. Language			
1. Conventions of Language			
Not yet age appropriate.			
Not yet age appropriate.			
CL.LS.t.1: Begins to use frequently occurring nouns and verbs when speaking.	L. Speaking	19. Speaking	Language and Literacy – Children understand and use increasingly complex communication and literacy behaviors.
CL.LS.t.2: Begins to combine words.	L. Speaking	19. Speaking	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
2. Vocabulary Acquisition and Use			
CL.LS.i.1: Recognizes the names of familiar people and objects.	M. Listening and comprehension	16. Listening and responding	Language and Literacy – Children understand and use increasingly complex communication and literacy behaviors.

CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around them.	M. Listening and comprehension	16. Listening and responding	Language and Literacy – 4.1.2 Children understand and respond to language from others.
CL.LS.t.3: Shows an understanding of requests and statements referring to familiar people and objects.	M. Listening and comprehension	16. Listening and responding	Language and Literacy – 4.1.2 Children understand and respond to language from others.
C. Literature			
1. Identifying and finding meaning, details and ideas from literature.			
CL.L.i.1: Sits on an adult's lap while being read to and gazes at pictures in books and pats individual pictures.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 38. Identifying visual images 21. Enjoying language	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
CL.L.mi.1: Responds to a verbal prompt by pointing to a requested picture.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 38. Identifying visual images 16. Listening and responding	Language and Literacy – 4.1.2 Children understand and respond to language from others.
CL.L.t.1: With prompting and support, asks and answers simple questions about a book or story's	P. Reading	20. Exploring print	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
content using pictures.	Q. Book enjoyment and knowledge	21. Enjoying language 16. Listening and responding	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
CL.L.t.2: Retells some events from a familiar book or story with close adult prompting.	Q. Book enjoyment and knowledge M. Listening and comphrension	20. Exploring print 21. Enjoying language 16. Listening and responding	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning. Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.
2. Structure and Format			

CL.L.i.2: Shows interest in books, pictures, songs and rhyming.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning. Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.
CL.L.mi.2: Attends to reading books, telling stories and singing.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
CL.L.t.3: Actively participates in book reading, storytelling and singing.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
CL.L.t.4: Identifies the front cover of a book to orient the book correctly for reading.	Q. Book enjoyment and knowledge	20. Exploring print	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
3. Integration of Knowledge and			
CL.L.i.3: Shows interest in photographs of familiar people/objects.	P. Reading	38. Identifying visual images	Language and Literacy – Children understand and use increasingly complex communication and literacy behaviors.
CL.L.mi.3: Points to familiar pictures in a book.	P. Reading	20. Exploring print 38. Identifying visual images	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
CL.L.mi.4: Names familiar people/objects in photographs.	P. Reading	38. Identifying visual images	Language and Literacy – Children understand and use increasingly complex communication and literacy behaviors.
CL.L.t.5: Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.

CL.L.t.6: Relates characteristics or actions of the characters in a story to self.	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
CL.L.t.t: Draws meaning from pictures, print and text.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
4. Range of Reading and Level of Text Complexity			
CL.L.i.4: Listens briefly to stories being read by an adult.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language	Language and Literacy – 4.1.2 Children understand and respond to language from others.
CL.L.mi.5: Listens to books and stories being read by an adults.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language	Language and Literacy – 4.1.2 Children understand and respond to language from others. Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
CL.L.t.8: Engages in reading activities with an adult and one or two peers.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
		11. Group participation	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
D. Foundational Reading Skills			
1. Print Concepts			
CL.F.i.1: Explores books by touching, patting and mouthing.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front).	P. Reading Q. Book enjoyment and knowledge	20. Exploring print	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.

CL.F.t.1: Holds a book right side up to look at pictures.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print	Language and Literacy – 4.1.2 Children understand and respond to language from others. Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning.	P. Reading	20. Exploring print	Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.
2. Phonological Awareness			
CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds.	N. Phonological awareness	17. Nonverbal communication 41. Sounds	Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.
CL.F.i.3: Recognizes sounds that pertain to their native language.	N. Phonological awareness	41. Sounds	Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.
CL.F.mi.2: Shows a varied response to sounds in the environment.	N. Phonological awareness	41. Sounds	Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.
CL.F.mi.3: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them.	N. Phonological awareness	21. Enjoying language	Language and Literacy – 4.1.2 Children understand and respond to language from others. Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning. Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.
CL.F.t.3: Differentiated between sounds that are the same and different.	N. Phonological awareness	24. Exploring same and different 41. Sounds	Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.

CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	N. Phonological awareness	21. Enjoying language	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning. Language and Literacy – Children notice, imitate, and participate in the sounds and rhythms of language.
3. Fluency			
Not yet age appropriate.			
CL.F.mi.4: Begins to vocalize as if reading when looking at a book.	P. Reading	20. Exploring print 21. Enjoying language	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
CL.F.t.5: Imitates reading in play.	P. Reading	20. Exploring print 21. Enjoying language	Language and Literacy – 4.5.2 Children engage with books read by adults and begin to understand that pictures and print carry meaning.
E. Writing			
CL.W.i.1: Shows ability to transfer and manipulate an object with hands.	R. Writing J. Fine-motor skills	12. Moving parts of the body 22. Exploring objects	Language and Literacy – Children understand and use increasingly complex communication and literacy behaviors.
CL.W.i.2: Grasps objects using the entire hand.	R. Writing	12. Moving parts of the body	Language and Literacy – Children understand and use increasingly complex communication and literacy behaviors.
CL.W.mi.1: Picks up objects between thumb a finger (i.e., pincer grasp).	R. Writing J. Fine-motor skills	12. Moving parts of the body 22. Exploring objects	Language and Literacy – Children understand and use increasingly complex communication and literacy behaviors.
CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.	R. Writing J. Fine-motor skills	12. Moving parts of the body 37. Exploring art materials	Language and Literacy – 4.6.1 Children use writing tools to make marks and

CL.W.t.1: Uses thumb and fingers of one hand to hold writing tools.	R. Writing J. Fine-motor skills	12. Moving parts of the body 22. Exploring objects	Language and Literacy – 4.6.1 Children use writing tools to make marks and
CL.W.t.2: Begins to use drawing to represent objects and ideas.	R. Writing	12. Moving parts of the body 37. Exploring art materials	Language and Literacy – 4.6.1 Children use writing tools to make marks and
Mathematical Knowledge Standards			
A. Counting and Cardinality			
1. Know number names and counting sequence.			
Not yet age appropriate.			
M.CC.mi.1: Names some number words but not in sequence.	S. Number and counting	25. Exploring more 26. One-to-one correspondence	5.1.1 – Children use math talk by using number words and/or general quantity terms.
M.CC.t.1: Verbally counts in sequence to three.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number	5.1.1 – Children use math talk by using number words and/or general quantity terms. 5.1.3 – Children count objects using numbers with adult support.
2. Count to identify the number of objects.			
Not yet age appropriate.			
M.CC.mi.2: Attends to quantities when interacting with objects.	S. Number and counting	25. Exploring more 26. One-to-one correspondence	5.1.1 – Children use math talk by using number words and/or general quantity terms.
M.CC.t.2: Shows understanding that numbers represent quantity and demonstrates understanding of words that identify how much.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number	5.1.1 – Children use math talk by using number words and/or general quantity terms. 5.1.3 – Children count objects using numbers with adult support.
M.CC.t.3: Shows understanding of one-to-one correspondence.	S. Number and counting	26. One-to-one correspondence	5.1.3 – Children count objects using numbers with adult support.
3. Compare Numbers			
M.CC.i.1: Holds an object in each hand.	S. Number and counting	26. One-to-one correspondence 27. Number	5.1.1 – Children use math talk by using number words and/or general quantity terms.

M.CC.mi.3: Places objects using one-to-one correspondence but does not fully understand this creates equal groups.	S. Number and counting	26. One-to one correspondence	5.1.3 – Children count objects using numbers with adult support.
M.CC.t.4: Demonstrates an understanding that one collection has more than another collection when the	S. Number and counting	25. Exploring more 26. One-to-one correspondence	5.1.1 – Children use math talk by using number words and/or general quantity terms.
collections are quite different in size (e.g., one collection is at least twice the others).		27. Number	5.2.1 – Children add or take away from a small set of objects.
B. Operations and Algebraic Thinking			
1. Understands addition as putting together and subtraction as taking from.			
Not yet age appropriate.			
Not yet age appropriate.			
M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number	5.3.1 – Children notice patterns with adult support.
M.OA.t.2: Copies and anticipates a repeating pattern.	V. Patterns	24. Exploring same and different	5.5.1 – Children compare two objects by a single measurable attribute.
C. Measurement and			
1. Describe and compare measurable attributes.			
M.MD.i.1: Explores properties of objects.	U. Measurement	22. Exploring objects 29. Filling and emptying	5.5.1 – Children compare two objects by a single measurable attribute.
M.MD.mi.1: Shows awareness of the size of objects where the size difference is great.	U. Measurement	22. Exploring objects 24. Exploring same and different 29. Filling and emptying	5.5.2 – Children use comparative language to describe similarities and differences between objects. 5.5.1 – Children compare two objects by a single measurable attribute.
M.MD.t.1: Starts to use words to describe measurable attributes.	U. Measurement	22. Exploring objects 29. Filling and emptying	5.6.1 – Children identify similarities and differences in order to sort according to one attribute.
2. Classify objects and count the number of objects in each category.			
Not yet age appropriate.			

M.MD.mi.2: Matches two objects that are the same and selects similar items from a group.	S. Number and counting	26. One-to-one correspondence 24. Exploring same and	5.6.1 – Children identify similarities and differences in order to sort according to one attribute.
M.MD.t.2: Groups two or more objects by one attribute.	BB. Observing and classifying	24. Exploring same and different	5.1.1 – Children use math talk by using number words and/or general quantity terms. 5.1.3 – Children count objects using numbers with adult support.
M.MD.t.3: Names groups of one to two items (precursor to subitizing)	BB. Observing and classifying	24. Exploring same and different	5.4.1 – Children identify shapes and notice shape attributes with adult support. 5.5.1 – Children compare two objects by a single measurable attribute.
D. Geometry			
1. Identify and describe shapes.			
M.G.i.1: Focuses attention on size, color and shape of objects in the	T. Geometry: Shapes and spatial awareness	23. Object permanence 28. Locating objects	5.4.1 – Children identify shapes and notice shape attributes with adult support.
M.G.mi.1: Explores geometric shapes through manipulating objects.	T. Geometry: Shapes and spatial awareness	28. Locating objects 30. Taking apart and putting together	5.4.1 – Children identify shapes and notice shape attributes with adult support. 5.6.1 – Children identify similarities and differences in order to sort according to one attribute.
M.G.t.1: Matches basic shapes with different orientations and sizes. (Circles, squares, typical triangles).	T. Geometry: Shapes and spatial awareness	24. Exploring same and different 30. Taking apart and putting	5.4.3 – Children explore concepts of space, direction, and location by using positional words.
M.G.t.2: Demonstrates an understanding of simple location/position words.	T. Geometry: Shapes and spatial awareness	28. Locating objects	5.4.1 – Children identify shapes and notice shape attributes with adult support. 5.5.1 – Children compare two objects by a single measurable attribute.
2. Analyze, compare, create and compose shapes.			
M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object..	BB. Observing and classifying	22. Exploring objects 24. Exploring same and different	5.4.2 – Children transform (compose and decompose) shapes with adult support.
M.G.mi.2: Uses trial-and-error strategies to fit objects together.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect	5.4.2 – Children transform (compose and decompose) shapes with adult support.

M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.	T. Geometry: Shapes and spatial awareness	28. Locating objects 30. Taking apart and putting together	5.4.2 – Children transform (compose and decompose) shapes with adult support. 5.4.1 – Children identify shapes and notice shape attributes with adult support.
Science			
A. Scientific Inquiry			
S.SI.i.1: Uses senses to investigate their environment by mouthing, touching, shaking or dropping.	BB. Observing and classifying	22. Exploring objects	Science – 6.1.1 Children engage in scientific inquiry by making observations, investigating, and describing what they notice. Science – Children notice features and changes in the natural environment.
S.SI.mi.1: Acts intentionally to achieve a goal or when manipulating an object.	BB. Observing and classifying	22. Exploring objects 35. Cause and effect	Science – 6.1.1 Children engage in scientific inquiry by making observations, investigating, and describing what they notice.
S.SI.t.1: Uses five senses to observe objects, materials, organisms and events.	BB. Observing and classifying	22. Exploring objects	Science – 6.1.1 Children engage in scientific inquiry by making observations, investigating, and describing what they notice. Science – Children explore characteristics, needs, and environments of living things.
B. Movement and Simple Machines			
S.MS.i.1: Occasionally uses simple problem-solving to reach objects.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect	Science – Children explore and investigate people, objects, living things, and events in their environment.
S.MS.i.2: Repeats behaviors to figure out cause and effect.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect	Science – 6.3.2 Children notice how objects move and change and explore cause-and-effect relationships.
S.MS.mi.1: Purposefully initiates actions on objects to make things happen.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect	Science – 6.3.2 Children notice how objects move and change and explore cause-and-effect relationships.
S.MS.mi.2: Notices objects in motion and acts on that object to replicate the motion.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect	Science – 6.3.2 Children notice how objects move and change and explore cause-and-effect relationships.
S.MS.t.1: Demonstrates an understanding of basic cause and effect.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect	Science – 6.3.2 Children notice how objects move and change and explore cause-and-effect relationships.

S,MS.t.2: Acts upon objects to see any novel movement their action causes.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect	Science – 6.3.2 Children notice how objects move and change and explore cause-and-effect relationships.
C. Living Things			
S.LT.i.1: Shows interest in animals and living things.	DD. Natural and physical world	22. Exploring objects	6.2.1 – Children identify characteristics of living things.
S.LT.mi.1: Shows interest in and engages with living things.	DD. Natural and physical world	22. Exploring objects	6.2.1 – Children identify characteristics of living things. 6.1.1 – Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
S.LT.t.1: Names familiar objects, animals, body parts.	DD. Natural and physical world K. Personal care and healthy behavior	22. Exploring objects	6.2.1 – Children identify characteristics of living things. 4.1.4 – Children understand and use an increasing number of new words. 3.3.1 – Children identify body parts and how they function.
S.LT.t.2: Begins to identify traits of living things, such as the need for food and water to survive.	DD. Natural and physical world	22. Exploring objects	6.2.1 – Children identify characteristics of living things.
D. Environment			
Not yet age appropriate.			
Not yet age appropriate.			
S.EC.t.1: Beginning to identify basic weather terminology.	DD. Natural and physical world	22. Exploring objects	6.2.2 – Children observe features and changes in the earth, sky, and other natural phenomena. 4.1.4 – Children understand and use an increasing number of new words.
E. Habitats and Human Impact			
S.HHI.i.1: Observes animals in their natural habitat.	DD. Natural and physical world	22. Exploring objects	6.2.1 – Children identify characteristics of living things. 6.1.1 – Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

S.HHI.mi.1: Begins to observe and place animals in categories (farm, zoo, etc.).	BB. Observing and Classifying DD. Natural and physical world	22. Exploring objects	6.2.1 – Children identify characteristics of living things. 5.6.1 – Children identify similarities and differences in order to sort according to one attribute.
S.HHI.t.1: Demonstrates an understanding that people and animals can live in different places.	DD. Natural and physical world	22. Exploring objects	6.2.1 – Children identify characteristics of living things. 8.3.1 – Children recognize familiar locations in their immediate surroundings.
S.HHI.t.2: Enacts animals activities in pretend play.	DD. Natural and physical world AA. Pretend play	22. Exploring objects 36. Imitating and pretending	9.4.1 – Children participate in play scenarios. 6.2.1 – Children identify characteristics of living things.
Social Studies Standards			
A. Community			
SS.C.i.1: Shows awareness of self and others.	FF. Knowledge of self and others	4. Distinguishing self and others	8.1.1 – Children identify similarities and differences between themselves and others in their families and classroom.
SS.C.mi.1: Prefers familiar adults over strangers.		4. Distinguishing self and others	2.2.1 – Children show interest in and interact with children and adults. 8.1.1 – Children identify similarities and differences between themselves and others in their families and classroom.
SS.C.t.1: Identifies family members by name.	FF. Knowledge of self and others	4. Distinguishing self and others	8.1.1 – Children identify similarities and differences between themselves and others in their families and classroom. 8.5.1 – Children label roles within their family, classroom, and/or community.
B. Economics			
SS.E.i.2: Demonstrates a beginning awareness of objects in the environment.	FF. Knowledge of self and others	22. Exploring objects	6.1.1 – Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
SS.E.mi.2: Identifies objects as “mine.”	FF. Knowledge of self and others	4. Distinguishing self and others	8.1.1 – Children identify similarities and differences between themselves and others in their families and classroom.

SS.E.t.2: Begins to share with others and take turns with adult guidance.	FF. Knowledge of self and others	4. Distinguishing self and others 10. Playing with others	8.2.1 – Children make choices between options that benefit the classroom community when offered by an adult. 2.2.1 – Children show interest in and interact with children and adults.
C. Geography			
Not yet age appropriate.			
SS.G.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.	GG. Geography	28. Locating objects 23. Object permanence	1.3.2 – Children communicate a detail about what they did soon after an event.
SS.G.t.3: Talks about objects and people in familiar environment.	GG. Geography	28. Locating objects 23. Object permanence	8.3.1 – Children recognize familiar locations in their immediate surroundings. 4.1.1 – Children use their home language(s) and other forms of communication to express ideas and
D. Kansas, United States and World History			
Not yet age appropriate.			
SS.H.mi.4: Recognizes and anticipates familiar routines.	HH. History	32. Anticipating events	1.2.1 – Children sustain attention and engagement during routines and child-initiated experiences for short periods of time. 1.3.2 – Children communicate a detail about what they did soon after an event.
SS.H.t.4: Identifies routines and common occurrences in his/her life.	HH. History	32. Anticipating events 33. Time intervals	8.4.1 – Children communicate about recent events. 1.3.2 – Children communicate a detail about what they did soon after an event.
Creative Arts Standards			
A. Dance			
CA.D.i.1: Responds to sounds, visual images and motions.	Z. Movement	15. Steady beat 40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.D.i.2: Moves body when happy and excited.	Z. Movement	13. Moving the whole body 15. Steady beat	Creative Arts – 9.3.1 Children respond to and participate in music and movement.

CA.D.mi.1: Responds to familiar movement that has a beat or rhythm that has a beat or rhythm.	Z. Movement	15. Steady beat	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.D.mi.2: Starts and stops with music cues with adult guidance.	Z. Movement	15. Steady beat 40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.D.mi.2a: Explores bending and starching, small and big.	Z. Movement	13. Moving the whole body	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.D.mi.3: Controls some body movements.	Z. Movement	13. Moving the whole body	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.D.mi.3a: Demonstrates following simple directions.	Z. Movement	13. Moving the whole body	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.D.t.1: Bends, reaches, stretches, rocks, sways, shakes and kicks different parts of the body in response to music.	Z. Movement	15. Steady beat 40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.D.t.2: Stops and starts with music cues.	Z. Movement	15. Steady beat 40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.D.t.2a: Improvises movement to fast and slow music.	Z. Movement	15. Steady beat 34. Speed 40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.D.t.3: Stops and starts with music cues.	Z. Movement	15. Steady beat	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
		40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.D.t.3a: Improvises movement to fast and slow music.	Z. Movement	34. Speed 40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
B. Music			
CA.M.i.1: Attends to sounds through music exposure.	Y. Music	39. Listening to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement.

CA.M.i.2: Begins to make vocal sounds.	Y. Music	41. Sounds	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.M.i.3: Moves body to music.	Y. Music	39. Listening to music 40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.M.i.4: Attends to music and rhythm patterns through music exposure.	Y. Music	39. Listening to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.M.mi.1: Responds physically to various rhythmic patterns in sound.	Y. Music	39. Listening to music 40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.M.mi.1a: Vocalizes in response to rhythm.	Y. Music	40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.M.mi.2: Identifies sources of sounds (i.e., dog, cat, car, etc.).	Y. Music	39. Listening to music 41. Sounds	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.D.mi.2a: Moves to music- rhythm.	Y. Music	39. Listening to music 40. Responding to music 15. Steady beat	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.D.mi.3: Chooses from variety of objects (instruments/toy).	Y. Music	41. Sounds	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.M.mi.3a: Explores bringing objects together to make sounds.	Y. Music	41. Sounds	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.D.mi.4: Follows and tracks various types of music through movement, facial expressions and verbalizations.	Y. Music	39. Listening to music 40. Responding to music	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.M.t.1: Begins to verbalize words to simple songs.	Y. Music	41. Sounds 42. Vocal pitch	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.M.t.2: Responds to tempos presented in a variety of ways (physically, verbally, with instruments).	Y. Music	39. Listening to music 40. Responding to music 15. Steady beat	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.M.t.3: Follows simple rhythmic patterns with musical instruments.	Y. Music	39. Listening to music 40. Responding to music 15. Steady beat	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
C. Dramatic Play			
CA.DP.i.1: Responds to voices.	AA. Pretend play	41. Sounds	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
	Y. Music		
CA.DP.i.1a: Repeats sounds vocally and physically.	AA. Pretend play Y. Music	41. Sounds 42. Vocal pitch	Creative Arts – 9.3.1 Children respond to and participate in music and movement.

CA.DP.i.1b: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	AA. Pretend play Y. Music N. Phonological awareness	36. Imitating and pretending 39. Listening to music 21. Enjoying language	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.DP.mi.1: Enjoys listening to stories and songs.	AA. Pretend play P. Reading	39. Listening to music 21. Enjoying language	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.DP.mi.1a: Understands and responds to pictures in books that create a story.	AA. Pretend play P. Reading	36. Imitating and pretending 38. Identifying visual images	Creative Arts – 9.4.1 Children participate in play scenarios and use imitation and pretend play to represent experiences.
CA.DP.mi.1b: Initiates and playfully interacts with familiar people.	AA. Pretend play	36. Imitating and pretending	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.4.1 Children participate in play scenarios and use imitation and pretend play to represent experiences.
CA.DP.mi.2: Demonstrates simple characters/animal sounds with motions.	AA. Pretend play	36. Imitating and pretending	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.4.1 Children participate in play scenarios and use imitation and pretend play to represent experiences.
CA.DP.mi.3: Responds to favorite songs, stories, etc., by repeating repetitive phrases of stories at appropriate times of anticipating and verbalizes action of story and responds	AA. Pretend play N. Phonological awareness	36. Imitating and pretending 39. Listening to music 21. Enjoying language	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.4.1 Children participate in play scenarios and use imitation and pretend play to represent experiences.
CA.DP.t.1: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	AA. Pretend play N. Phonological awareness	36. Imitating and pretending 39. Listening to music 21. Enjoying language	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.4.1 Children participate in play scenarios and use imitation and pretend play to represent experiences. Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.DP.t.1a: Recreates the plot of familiar stories or movies.	AA. Pretend play	36. Imitating and pretending 39. Listening to music 21. Enjoying language	Creative Arts – Children explore and express ideas through art, music, movement, and dramatic play.
CA.DP.t.2: Moves inanimate objects (e.g., toy characters) in a play situation.	AA. Pretend play	36. Imitating and pretending	Creative Arts – 9.4.1 Children participate in play scenarios and use imitation and pretend play to represent experiences.

CA.DP.t.3: Shows enjoyment in wearing costumes to pretend to be other than self.	AA. Pretend play	36. Imitating and pretending	Creative Arts – 9.4.1 Children participate in play scenarios and use imitation and pretend play to represent experiences.
D. Visual Arts			
CA.VA.i.1: Begins to respond to visual elements present in the environment (light, color, patterns, etc.).	X. Art	38. Identifying visual images	Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.VA.i.2: Explores and responds to various textures and sensory materials – fabric, water, sand, etc.	X. Art BB. Observing and classifying	37. Exploring art materials	Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.VA.mi.1: Scribbles with a crayon.	X. Art R. Writing	37. Exploring art materials	Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.VA.mi.2: Examines details of pictures, photographs and illustrations.	X. Art	38. Identifying visual images	Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.VA.mi.3: Explores sensory materials (e.g., nontoxic paint, finger paint, paper, playdough, sand, etc.).	X. Art BB. Observing and classifying	37. Exploring art materials	Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.VA.mi.4: Repeats actions, sounds, activities, etc.	X. Art C. Reflection	35. Cause and effect 37. Exploring art materials	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
CA.VA.t.1: Grips paint brush, crayons, pipette, spray bottle, etc.	X. Art J. Fine-motor skills	37. Exploring art materials	Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.VA.t.1a: Makes random and disordered scribbles.	X. Art R. Writing	37. Exploring art materials	Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.VA.t.2: Explores a variety of art media (e.g., painting, gluing, printing, fingerpainting, clay, etc.).	X. Art	37. Exploring art materials	Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.VA.t.3: Explores and manipulates sensory materials.	X. Art BB. Observing and classifying	22. Exploring objects 37. Exploring art materials	Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.
CA.VA.t.4: Demonstrates self-expression with art materials.	X. Art	37. Exploring art materials	Creative Arts – 9.1.1 Children explore and create with a variety of art materials and media.