



THE HIGHSCOPE  
**infant-toddler  
curriculum**  
AND  
**COR Advantage**<sup>®</sup>

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Kansas Early Learning Standards

ALIGNMENT



## Alignment of The HighScope Infant-Toddler Curriculum and COR Advantage With Kansas Early Learning Standards

This document aligns the content in the **Kansas Early Learning Standards** with the learning objectives of the **HighScope Curriculum** for infants and toddlers and the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

Evidence-based and grounded in current child development theory and research, **The HighScope Infant-Toddler Curriculum** is built on 42 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

**COR Advantage** is an observation-based child assessment tool designed to measure children's growth and development from birth through kindergarten. Built on 36 developmental milestones that best prepare children for school success, COR Advantage is criterion-referenced, research-based, and proven valid and reliable through validation studies.

### References

HighScope Educational Research Foundation. (2013). *COR Advantage*.

HighScope Educational Research Foundation. (2025). *COR Advantage Powered by HighScope* at <https://coradv.highscopeplatform.org/>

HighScope Educational Research Foundation. (2011). *Tender Care and Early Learning*.

HighScope Educational Research Foundation. (2012). *The HighScope Preschool Curriculum*.

## Kansas Early Learning Standards

## COR Advantage Items

## Key Developmental Indicators (KDIs) — Infant-Toddler

Approaches to Learning Standards		
A. Persistence & Engagement in Learning		
Benchmark	COR Item	KDI
<b>1. Engagement and Attention</b>		
ATL.PEL.i.1: Demonstrates awareness of happenings and surroundings.	G. Community GG. Geography	31. Seeing from different viewpoints 32. Anticipating events
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
ATL.PEL.1.3: Shows interest in other children.	F. Building relationships with other children	7. Relationships with peers
ATL.PEL.mi.1: Focuses on an activity but is easily distracted.	A. Initiative and planning	1. Initiative
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
ATL.PEL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.	A. Initiative and planning	1. Initiative
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
ATL.PEL.t.3: Continues to play when a caregiver leaves the area.	A. Initiative and planning	1. Initiative
<b>2. Persistence</b>		
ATL.PEL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	C. Reflection	1. Initiative
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
ATL.PEL.mi.4: Executes simple two-step plan (i.e., means-to-end task).	A. Initiative and planning	1. Initiative
ATL.PEL.t.4: Engages in self-initiated activities for a sustained period of time.	A. Initiative and planning	1. Initiative
ATL.PEL.t.5: Returns to an activity after being	A. Initiative and planning	1. Initiative

distracted.	C. Reflection	
<b>B. Initiative</b>		
<b>1. Curiosity and Initiative</b>		
ATL.I.i.1: Shows preferences for certain toys or activities.	A. Initiative and planning	1. Initiative
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
ATL.I.mi.1: Explores the environment through a variety of senses.	BB. Observing and classifying	22. Exploring objects
ATL.I.mi.2: Chooses toys/things for play.	A. Initiative and planning	1. Initiative
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
ATL.I.t.2: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.	A. Initiative and planning E. Building relationships with adults	1. Initiative 6. Relationships with adults
ATL.I.t.3: Asks questions about items/objects.	L. Speaking	18. Two-way communication 19. Speaking
<b>2. Sense of Competence</b>		
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
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
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
ATL.ATL.I.mi.4: Points or protests to indicate likes and dislikes.	D. Emotions	8. Emotions 1. Initiative 17. Nonverbal communication
ATL.I.mi.5: Expresses and responds to a variety of emotions.	D. Emotions	8. Emotions
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
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
ATL.I.t.6: Feels comfortable in a variety of places with	E. Building relationships with adults	6. Relationships with adults

familiar adults.		
<b>C. Creativity</b>		
<b>1. Problem Solving</b>		
ATL.C.i.1: Expresses discomfort when needs are not met.	B. Problem solving with materials	2. Problem-solving
ATL.C.i.2: Looks for caregiver response in new or uncertain situations.	E. Building relationships with adults	6. Relationships with adults
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
ATL.C.mi.2: Tries to do thing on own.	A. Initiative and planning	1. Initiative 3. Self-help
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
ATL.C.t.1: Seeks alternate method when first attempt fails and/or seeks adult assistance.	B. Problem solving with materials	2. Problem-solving
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
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
<b>2. Creativity and Flexibility</b>		
ATL.C.i.3: Shows interest in looking at, feeling or exploring new objects.	A. Initiative and planning	1. Initiative 22. Exploring objects
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
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
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
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

ATL.C.t.5: May change behavior based on previous learning.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
<b>Physical Health and Development Standards</b>		
<b>A. Gross Motor Skills</b>		
PHD.GMS.i.1: Crawls through and around objects.	I. Gross-motor skills	13. Moving the whole body
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
PDH.GMS.i.3: Reaches for objects.	I. Gross-motor skills	13. Moving the whole body 14. Moving with objects
PDH.GMS.mi.1: Creeps up or down stairs.	I. Gross-motor skills	13. Moving the whole body
PDH.GMS.mi.2: Takes independent steps.	I. Gross-motor skills	13. Moving the whole body
PDH.GMS.mi.3: Throws ball and other objects independently.	I. Gross-motor skills	13. Moving the whole body 14. Moving with objects
PDH.GMS.t.1: Maintains balance when performing actions.	I. Gross-motor skills	13. Moving the whole body
PDH.GMS.t.2: Catches a ball with both hands.	I. Gross-motor skills	13. Moving the whole body 14. Moving with objects
PDH.GMS.t.3: Begins to run.	I. Gross-motor skills	13. Moving the whole body
<b>B. Fine Motor Skills</b>		
PDH.FMS.i.1: Transfer object from one hand to other.	J. Fine-motor skills	12. Moving parts of the body
PDH.FMS.i.2: Grasps and releases object using entire hand.	J. Fine-motor skills	12. Moving parts of the body
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
PDH.FMS.mi.2: Coordinates eye-hand movements.	J. Fine-motor skills	12. Moving parts of the body
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
<b>C. Physical Fitness</b>		
PDH.PF.i.1: Interacts with a variety of physical activities.	I. Gross-motor skills	13. Moving the whole body
PDH.PF.mi.1: Participates in a variety of active physical play.	I. Gross-motor skills	13. Moving the whole body
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

<b>D. Nutrition &amp; Healthy Eating</b>		
PDH.NHE.i.1: Communicates hunger and when full.	K. Personal care and healthy behavior	3. Self-help
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
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
<b>E. Self-Care</b>		
PDH.SC.i.1: Signals need by crying.	K. Personal care and healthy behavior	3. Self-help 17. Nonverbal communication
PDH.SC.mi.1: Expresses physical needs.	K. Personal care and healthy behavior	3. Self-help 17. Nonverbal communication
PDH.SC.t.1: Washes hands and face with assistance.	K. Personal care and healthy behavior	3. Self-help
PDH.SC.t.2: May begin to initiate interest in self-toileting.	K. Personal care and healthy behavior	3. Self-help
<b>F. Safety</b>		
PDH.S.i.1: Shows preference for primary caregiver.	E. Building relationships with adults	5. Attachment 6. Relationships with adults
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
PDH.S.t.1: Follows adult interaction/guidance regarding safety.	E. Building relationships with adults	5. Attachment 6. Relationships with adults
PDH.S.t.2: Differentiates between some harmful and safe situations.	K. Personal care and healthy behavior	3. Self-help
<b>Social-Emotional Development Standards</b>		
<b>A. Character Development</b>		
<b>1. Foundations of Character Development</b>		
<i>a. Develop understanding of appropriate behaviors.</i>		
Not yet age appropriate.		
Not yet age appropriate.		
Not yet age appropriate.		
<i>b. Foster caring attachments between fellow children, staff and the community.</i>		
SED.CD.i.1: Initiates and engages in reciprocal interactions with familiar adults.	E. Building relationships with adults	6. Relationships with adults
SED.CD.mi.1: Participates in routines and experiences	E. Building relationships with adults	6. Relationships with adults

that involve give-and-take interaction with familiar adults.	G. Community	11. Group participation
SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.	E. Building relationships with adults	6. Relationships with adults
SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.	E. Building relationships with adults	6. Relationships with adults
<i>c. Demonstrate mutual respect and utilize strategies to build a safe and productive culture.</i>		
SED.CD.i.2: Begins to form relationships with consistent caregivers.	E. Building relationships with adults	5. Attachment 6. Relationships with 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
SED.CD.t.3: Begins to separate from caregiver more easily.	E. Building relationships with adults	5. Attachment 6. Relationships with adults
<i>d. Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.</i>		
Not yet age appropriate.		
Not yet age appropriate.		
Not yet age appropriate.		
<b>B. Responsible Decision-Making &amp; Problem-Solving</b>		
<b>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 community.</b>		
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
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
<b>2. Demonstrates awareness of personal time and</b>		

<b>responsibilities within predictable routines.</b>		
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
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
<b>3. Develop, implement and model effective problem-solving skills.</b>		
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
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
<b>C. Personal Development</b>		
<b>1. Self-Awareness</b>		
<i>a. Expresses and develops an understanding of thoughts and emotions of self and others.</i>		
SED.PD.i.1: Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	D. Emotions	8. Emotions
SED.PD.mi.1: Communicates a variety of emotions purposefully and intentionally.	D. Emotions	8. Emotions
SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express them.	D. Emotions	8. Emotions
<i>b. Develops and communicates a sense of self and positive identity.</i>		
SED.PD.i.2: Begins to understand self as separate person from others.	FF. Knowledge of self and others	4. Distinguishing self and others
SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.	FF. Knowledge of self and others	4. Distinguishing self and others
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
SED.PD.t.3: Identifies own feelings, needs and interests.	D. Emotions	8. Emotions
<b>2. Self-Management</b>		

<i>a. Understand and practice strategies for managing emotions and behaviors.</i>		
SED.PD.i.3: Begins to self soothe in simple ways.	K. Personal care and healthy behavior	3. Self-help
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
SED.PD.mi.3: Self soothes in a variety of ways.	K. Personal care and healthy behavior	3. Self-help
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
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
<i>b. Reflect on perspectives and emotional responses.</i>		
SED.PD.i.5: Imitates the expression of feelings of those around them.	D. Emotions	8. Emotions 9. Empathy
SED.PD.mi.5: Demonstrates an awareness of others' feelings.	D. Emotions	8. Emotions 9. Empathy
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
<i>c. Set, monitor, adapt and evaluate goals to achieve success in social settings.</i>		
Not yet age appropriate.		
Not yet age appropriate.		
Not yet age appropriate.		
<b>D. Social Development</b>		
<b>1. Social Awareness</b>		
<i>a. Demonstrate awareness of the thoughts, feelings and perspectives of others.</i>		
SED.SD.i.1: Reacts to emotional expressions of others.		8. Emotions 9. Empathy
SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.	D. Emotions	8. Emotions 9. Empathy
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
SED.SD.t.2: Respond in caring ways to another's distress in some situations.	D. Emotions	8. Emotions 9. Empathy
<i>b. Express comfort and joy in human diversity and develop accurate language for differences.</i>		

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
SED.SD.mi.2: Identifies similarities and differences in objects and people.	BB. Observing and classifying	22. Exploring objects 24. Exploring same and different
SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.	A. Initiative and planning	1. Initiative
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
<b>2. Interpersonal Skills</b>		
<i>a. Demonstrate communication and social skills to interact effectively.</i>		
SED.SD.i.3: Shows interest in other children.	F. Building relationships with other children	7. Relationships with peers
SED.SD.i.4: Repeats actions that elicit social responses from others.	F. Building relationships with other children	7. Relationships with peers
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
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
<i>b. Develop and maintain positive relationships.</i>		
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
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
SED.t.6: Seeks out trusted adult for comfort or support.	E. Building relationships with adults	6. Relationships with adults 5. Attachment
SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.	E. Building relationships with adults	6. Relationships with adults
<i>c. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.</i>		
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
SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with	H. Conflict Resolution D. Emotions	8. Emotions

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
<b>Communication and Literacy Standards</b>		
<b>A. Speaking and Listening</b>		
<b>1. Conversation and Comprehension</b>		
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
CL.SL.i.2: Listens to and begins to respond to familiar words.	M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication
CL.SL.i.3: Uses gestures, movements or vocalizations to gain the attention of a familiar person.	L. Speaking	17. Nonverbal communication
CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and one or two words.	L. Speaking	17. Nonverbal communication 19. Speaking
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
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
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
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
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
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
<b>2. Expressive Language</b>		
CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs.	L. Speaking	17. Nonverbal communication
CL.SL.i.5: Uses differing cries to signal various needs.	L. Speaking	17. Nonverbal communication
CL.SL.i.6: Uses some consonant vowel (CV)	L. Speaking	19. Speaking

combinations.		
CL.SL.mi.4: Demonstrates an understanding of a few simple concepts.	L. Speaking	16. Listening and responding 19. Speaking
CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what the child says.	L. Speaking	19. Speaking
CL.SL.t.4: Uses words to label actions.	L. Speaking	19. Speaking
CL.SL.t.5: Uses language to express wants and needs, likes and dislikes.	L. Speaking	17. Nonverbal communication 19. Speaking
CL.SL.t.6: Speaks so that familiar listeners can understand ideas, feelings and needs.	L. Speaking	19. Speaking
<b>B. Language</b>		
<b>1. Conventions of Language</b>		
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
CL.LS.t.2: Begins to combine words.	L. Speaking	19. Speaking
<b>2. Vocabulary Acquisition and Use</b>		
CL.LS.i.1: Recognizes the names of familiar people and objects.	M. Listening and comprehension	16. Listening and responding
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
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
<b>C. Literature</b>		
<b>1. Identifying and finding meaning, details and ideas from literature.</b>		
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
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
CL.L.t.1: With prompting and support, asks and answers simple questions about a book or story's	P. Reading	20. Exploring print

content using pictures.	Q. Book enjoyment and knowledge	21. Enjoying language 16. Listening and responding
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 comprehension	20. Exploring print 21. Enjoying language 16. Listening and responding
<b>2. Structure and Format</b>		
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
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
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
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
<b>3. Integration of Knowledge and Ideas</b>		
CL.L.i.3: Shows interest in photographs of familiar people/objects.	P. Reading	38. Identifying visual images
CL.L.mi.3: Points to familiar pictures in a book.	P. Reading	20. Exploring print 38. Identifying visual images
CL.L.mi.4: Names familiar people/objects in photographs.	P. Reading	38. Identifying visual images
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
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
CL.L.t.t: Draws meaning from pictures, print and text.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print
<b>4. Range of Reading and Level of Text Complexity</b>		
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
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
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

		11. Group participation
<b>D. Foundational Reading Skills</b>		
<b>1. Print Concepts</b>		
CL.F.i.1: Explores books by touching, patting and mouthing.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print
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
CL.F.t.1: Holds a book right side up to look at pictures.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print
CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning.	P. Reading	20. Exploring print
<b>2. Phonological Awareness</b>		
CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds.	N. Phonological awareness	17. Nonverbal communication 41. Sounds
CL.F.i.3: Recognizes sounds that pertain to their native language.	N. Phonological awareness	41. Sounds
CL.F.mi.2: Shows a varied response to sounds in the environment.	N. Phonological awareness	41. Sounds
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
CL.F.t.3: Differentiated between sounds that are the same and different.	N. Phonological awareness	24. Exploring same and different 41. Sounds
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
<b>3. Fluency</b>		
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
CL.F.t.5: Imitates reading in play.	P. Reading	20. Exploring print 21. Enjoying language
<b>E. Writing</b>		
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
CL.W.i.2: Grasps objects using the entire hand.	R. Writing	12. Moving parts of the body

	J. Fine-motor skills	22. Exploring objects
CL.W.mi.1: Picks up objects between thumb and a finger (i.e., pincer grasp).	R. Writing J. Fine-motor skills	12. Moving parts of the body 22. Exploring objects
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
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
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
<b>Mathematical Knowledge Standards</b>		
<b>A. Counting and Cardinality</b>		
<b>1. Know number names and counting sequence.</b>		
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 27. Number
M.CC.t.1: Verbally counts in sequence to three.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
<b>2. Count to identify the number of objects.</b>		
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 27. Number
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
M.CC.t.3: Shows understanding of one-to-one correspondence.	S. Number and counting	26. One-to-one correspondence 27. Number
<b>3. Compare Numbers</b>		
M.CC.i.1: Holds an object in each hand.	S. Number and counting	26. One-to-one correspondence 27. Number
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
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

collections are quite different in size (e.g., one collection is at least twice the others).		27. Number
<b>B. Operations and Algebraic Thinking</b>		
<b>1. Understands addition as putting together and subtraction as taking from.</b>		
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
M.OA.t.2: Copies and anticipates a repeating pattern.	V. Patterns	24. Exploring same and different
<b>C. Measurement and Data</b>		
<b>1. Describe and compare measurable attributes.</b>		
M.MD.i.1: Explores properties of objects.	U. Measurement	22. Exploring objects 29. Filling and emptying
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
M.MD.t.1: Starts to use words to describe measurable attributes.	U. Measurement	22. Exploring objects 29. Filling and emptying
<b>2. Classify objects and count the number of objects in each category.</b>		
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 different
M.MD.t.2: Groups two or more objects by one attribute.	BB. Observing and classifying	24. Exploring same and different
M.MD.t.3: Names groups of one to two items (precursor to subitizing)	BB. Observing and classifying	24. Exploring same and different
<b>D. Geometry</b>		
<b>1. Identify and describe shapes.</b>		
M.G.i.1: Focuses attention on size, color and shape of objects in the environment.	T. Geometry: Shapes and spatial awareness	23. Object permanence 28. Locating objects
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

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 together
M.G.t.2: Demonstrates an understanding of simple location/position words.	T. Geometry: Shapes and spatial awareness	28. Locating objects
<b>2. Analyze, compare, create and compose shapes.</b>		
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
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
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
<b>Science Standards</b>		
<b>A. Scientific Inquiry</b>		
S.SI.i.1: Uses senses to investigate their environment by mouthing, touching, shaking or dropping.	BB. Observing and classifying	22. Exploring objects
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
S.SI.t.1: Uses five senses to observe objects, materials, organisms and events.	BB. Observing and classifying	22. Exploring objects
<b>B. Movement and Simple Machines</b>		
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
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
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
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
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
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
<b>C. Living Things</b>		
S.LT.i.1: Shows interest in animals and living things.	DD. Natural and physical world	22. Exploring objects

S.LT.mi.1: Shows interest in and engages with living things.	DD. Natural and physical world	22. Exploring objects
S.LT.t.1: Names familiar objects, animals, body parts.	DD. Natural and physical world K. Personal care and healthy behavior	22. Exploring objects
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
<b>D. Environment</b>		
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
<b>E. Habitats and Human Impact</b>		
S.HHI.i.1: Observes animals in their natural habitat.	DD. Natural and physical world	22. Exploring objects
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
S.HHI.t.1: Demonstrates an understanding that people and animals can live in different places.	DD. Natural and physical world	22. Exploring objects
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
<b>Social Studies Standards</b>		
<b>A. Community</b>		
SS.C.i.1: Shows awareness of self and others.	FF. Knowledge of self and others	4. Distinguishing self and others
SS.C.mi.1: Prefers familiar adults over strangers.		4. Distinguishing self and others
SS.C.t.1: Identifies family members by name.	FF. Knowledge of self and others	4. Distinguishing self and others
<b>B. Economics</b>		
SS.E.i.2: Demonstrates a beginning awareness of objects in the environment.	FF. Knowledge of self and others	22. Exploring objects
SS.E.mi.2: Identifies objects as “mine.”	FF. Knowledge of self and others	4. Distinguishing self and others
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
<b>C. Geography</b>		
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
SS.G.t.3: Talks about objects and people in familiar environment.	GG. Geography	28. Locating objects 23. Object permanence
<b>D. Kansas, United States and World History</b>		
Not yet age appropriate.		
SS.H.mi.4: Recognizes and anticipates familiar routines.	HH. History	32. Anticipating events
SS.H.t.4: Identifies routines and common occurrences in his/her life.	HH. History	32. Anticipating events 33. Time intervals
<b>Creative Arts Standards</b>		
<b>A. Dance</b>		
CA.D.i.1: Responds to sounds, visual images and motions.	Z. Movement	15. Steady beat 40. Responding to music
CA.D.i.2: Moves body when happy and excited.	Z. Movement	13. Moving the whole body 15. Steady beat
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
CA.D.mi.2: Starts and stops with music cues with adult guidance.	Z. Movement	15. Steady beat 40. Responding to music
CA.D.mi.2a: Explores bending and stretching, small and big.	Z. Movement	13. Moving the whole body
CA.D.mi.3: Controls some body movements.	Z. Movement	13. Moving the whole body
CA.D.mi.3a: Demonstrates following simple directions.	Z. Movement	13. Moving the whole body
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
CA.D.t.2: Stops and starts with music cues.	Z. Movement	15. Steady beat 40. Responding to music
CA.D.t.2a: Improvises movement to fast and slow music.	Z. Movement	15. Steady beat 34. Speed 40. Responding to music
CA.D.t.3: Stops and starts with music cues.	Z. Movement	15. Steady beat

		40. Responding to music
CA.D.t.3a: Improvises movement to fast and slow music.	Z. Movement	34. Speed 40. Responding to music
<b>B. Music</b>		
CA.M.i.1: Attends to sounds through music exposure.	Y. Music	39. Listening to music
CA.M.i.2: Begins to make vocal sounds.	Y. Music	41. Sounds
CA.M.i.3: Moves body to music.	Y. Music	39. Listening to music 40. Responding to music
CA.M.i.4: Attends to music and rhythm patterns through music exposure.	Y. Music	39. Listening to music
CA.M.mi.1: Responds physically to various rhythmic patterns in sound.	Y. Music	39. Listening to music 40. Responding to music
CA.M.mi.1a: Vocalizes in response to rhythm.	Y. Music	40. Responding to music
CA.M.mi.2: Identifies sources of sounds (i.e., dog, cat, car, etc.).	Y. Music	39. Listening to music 41. Sounds
CA.D.mi.2a: Moves to music- rhythm.	Y. Music	39. Listening to music 40. Responding to music 15. Steady beat
CA.D.mi.3: Chooses from variety of objects (instruments/toy).	Y. Music	41. Sounds
CA.M.mi.3a: Explores bringing objects together to make sounds.	Y. Music	41. Sounds
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
CA.M.t.1: Begins to verbalize words to simple songs.	Y. Music	41. Sounds 42. Vocal pitch
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
CA.M.t.3: Follows simple rhythmic patterns with musical instruments.	Y. Music	39. Listening to music 40. Responding to music 15. Steady beat
<b>C. Dramatic Play</b>		
CA.DP.i.1: Responds to voices.	AA. Pretend play	41. Sounds

	Y. Music	
CA.DP.i.1a: Repeats sounds vocally and physically.	AA. Pretend play Y. Music	41. Sounds 42. Vocal pitch
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
CA.DP.mi.1: Enjoys listening to stories and songs.	AA. Pretend play P. Reading	39. Listening to music 21. Enjoying language
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
CA.DP.mi.1b: Initiates and playfully interacts with familiar people.	AA. Pretend play	36. Imitating and pretending
CA.DP.mi.2: Demonstrates simple characters/animal sounds with motions.	AA. Pretend play	36. Imitating and pretending
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 playfully with props.	AA. Pretend play N. Phonological awareness	36. Imitating and pretending 39. Listening to music 21. Enjoying language
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
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
CA.DP.t.2: Moves inanimate objects (e.g., toy characters) in a play situation.	AA. Pretend play	36. Imitating and pretending
CA.DP.t.3: Shows enjoyment in wearing costumes to pretend to be other than self.	AA. Pretend play	36. Imitating and pretending
<b>D. Visual Arts</b>		
CA.VA.i.1: Begins to respond to visual elements present in the environment (light, color, patterns, etc.).	X. Art	38. Identifying visual images
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
CA.VA.mi.1: Scribbles with a crayon.	X. Art R. Writing	37. Exploring art materials
CA.VA.mi.2: Examines details of pictures, photographs and illustrations.	X. Art	38. Identifying visual images

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
CA.VA.mi.4: Repeats actions, sounds, activities, etc.	X. Art C. Reflection	35. Cause and effect 37. Exploring art materials
CA.VA.t.1: Grips paint brush, crayons, pipette, spray bottle, etc.	X. Art J. Fine-motor skills	37. Exploring art materials
CA.VA.t.1a: Makes random and disordered scribbles.	X. Art R. Writing	37. Exploring art materials
CA.VA.t.2: Explores a variety of art media (e.g., painting, gluing, printing, fingerpainting, clay, etc.).	X. Art	37. Exploring art materials
CA.VA.t.3: Explores and manipulates sensory materials.	X. Art BB. Observing and classifying	22. Exploring objects 37. Exploring art materials
CA.VA.t.4: Demonstrates self-expression with art materials.	X. Art	37. Exploring art materials