



THE HIGHSCOPE  
**preschool  
curriculum**  
AND  
**COR Advantage**<sup>®</sup>

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Kansas Early  
Learning Standards

ALIGNMENT



## Alignment of The HighScope Curriculum and COR Advantage With Kansas Early Learning Standards (2024)

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

Based on more than 50 years of research on early childhood development, **The HighScope Preschool Curriculum** is built on 58 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*. Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2012). *The HighScope Preschool Curriculum*. Ypsilanti, MI: HighScope Press.

## Early Learning Standards

## COR Advantage Items

## Key Developmental Indicators (KDIs) — Preschool

Approaches to Learning Standards		
A. Persistence & Engagement in Learning		
Benchmark	COR Item	KDI
<b>1. Engagement and Attention</b>		
ATL.PEL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	A. Initiative and planning	3. Engagement
ATL.PEL.p3.2: Ignores distractions briefly when engrossed in an activity.	A. Initiative and planning	3. Engagement
ATL.PEL.p3.3: Remembers and follows one- or two-step directions.	M. Listening and comprehension	3. Engagement 11. Community
ATL.PEL.p4.1: Sustains attention to task despite distractions.	A. Initiative and planning	3. Engagement
ATL.PEL.p4.2: Gathers information through listening. Remembers what was said in brief group discussions.	M. Listening and comprehension	5. Use of resources 6. Reflection 21. Comprehension
<b>2. Persistence</b>		
ATL.PEL.p3.4: Practices an activity many times until successful.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	1. Initiative 2. Planning 3. Engagement 4. Problem solving
ATL.PEL.p4.3: Carries out tasks, activities, projects or experiences from beginning to end.	A. Initiative and planning	1. Initiative 2. Planning 3. Engagement
ATL.PEL.p4.4: Remains focused on the task at hand even when frustrated or challenged.	A. Initiative and planning B. Problem solving with materials	3. Engagement 4. Problem solving
B. Initiative		
<b>1. Curiosity and Initiative</b>		

ATL.I.p3.1: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knock down objects and containers).	A. Initiative and planning	1. Initiative 47. Experimenting
ATL.I.p3.2: Initiates play with other children and takes on a variety of roles while playing.	F. Building relationships with other children	1. Initiative 12. Building relationships 13. Cooperative Play
ATL.I.p3.3: Explores, practices, understands social roles through play.	A. Initiative and planning AA. Pretend play	43. Pretend play
ATL.I.p4.1: Seeks new and varied experiences and challenges through play.	A. Initiative and planning	1. Initiative 2. Planning 3. Engagement 4. Problem solving
ATL.I.p4.2: Chooses activities to do alone or with others.	A. Initiative and planning	1. Initiative 2. Planning 13. Cooperative play
ATL.I.p4.3: Invites other children to join groups or activities.	F. Building relationships with other children	12. Building relationships 13. Cooperative play
ATL.I.p4.4: Makes and follows plans for games or activities with other children.	A. Initiative and planning F. Building relationships with other children	2. Planning 12. Building relationships 13. Cooperative play
<b>2. Sense of Competence</b>		
ATL.I.p3.4: Recognizes own abilities and expresses satisfaction when demonstrating them to others.	FF. Knowledge of self and others	7. Self-identity 8. Sense of competence
ATL.I.p3.5: Knows self as part of family, culture, spiritual group or community.	FF. Knowledge of self and others	7. Self-identity
ATL.I.p3.6: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterward.	D. Emotions	9. Emotions
ATL.I.p4.5: Shows pride in family composition, recognizes self as important to family and friends.	FF. Knowledge of self and others	7. Self-identity 53. Diversity

ATL.I.p4.6: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	FF. Knowledge of self and others	7. Self-identity 53. Diversity
ATL.I.p4.7: Associates emotions with words and facial expressions.	D. Emotions	9. Emotions
<b>C. Creativity</b>		
<b>1. Problem Solving</b>		
ATL.C.p3.1: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.	B. Problem solving with materials	4. Problem solving
ATL.C.p3.2: Recognizes making a mistake and sometimes is able to correct it.	B. Problem solving with materials	4. Problem solving 6. Reflection
ATL.C.p3.3: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).	C. Reflection	6. Reflection 11. Community
ATL.C.p4.1: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	B. Problem solving with materials	4. Problem solving 2. Planning
ATL.C.p4.2: Is able to delay gratification for better payoff later; anticipates consequences of own behavior.	D. Emotions	2. Planning
ATL.C.p4.3: Understands what is real and what is make believe.	AA. Pretend play	43. Pretend play
<b>2. Creativity and Flexibility</b>		
ATL.C.p3.4: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	A. Initiative and planning	1. Initiative 2. Planning 4. Problem solving
ATL.C.p3.5: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	3. Engagement 5. Use of resources 45. Observing 47. Experimenting
ATL.C.p3.6: Identifies ways to change behavior to respond to desires and needs of others.	G. Community H. Conflict Resolution	10. Empathy 14. Moral Development 15. Conflict resolution

ATL.C.p4.4: Invents new activities through play.	A. Initiative and planning	1. Initiative 2. Planning 43. Pretend play
ATL.C.p4.5: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	A. Initiative and planning F. Building relationships with other children G. Community	12. Building relationships 13. Cooperative play
ATL.C.p4.6: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	BB. Observing and classifying	46. Classifying
<b>Physical Health and Development Standards</b>		
<b>A. Gross Motor Skills</b>		
PHD/GMS.p3.1: Uses locomotor skills with increasing coordination and balance.	I. Gross-motor skills	16. Gross-motor skills
PHD.GMS.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play.	I. Gross-motor skills	16. Gross-motor skills
PDH.GMS.p4.2: Demonstrates coordination in using objects during active play.	I. Gross-motor skills	16. Gross-motor skills
PDH.GMS.p4.3: Explores, practices and performs skills sets.	I. Gross-motor skills	16. Gross-motor skills
<b>B. Fine Motor Skills</b>		
PDH.FMS.p3.1: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.	J. Fine-motor skills	17. Fine-motor skills
PDH.FMS.p4.1: With fluency and accuracy, uses classroom and household tools independently and with eye-hand coordination to carry out activities.	J. Fine-motor skills	17. Fine-motor skills
<b>C. Physical Fitness</b>		
PDH.PF.p3.1: Participates in a variety of active play exhibiting strength and stamina.	I. Gross-motor skills K. Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior
PDH.PF.p4.1: Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.	I. Gross-motor skills K. Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior

<b>D. Nutrition &amp; Healthy Eating</b>		
PDH.NHE.p3.1: Eats a variety of foods.	K. Personal care and healthy behavior	20. Healthy behavior
PDH.NHE.p3.2: Drinks from a cup without spilling and takes bites from whole foods.	K. Personal care and healthy behavior	19. Personal care
PDH.NHE.p4.1: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	K. Personal care and healthy behavior	20. Healthy behavior
PDH.NHE.p4.2: Demonstrates increasingly complex oral motor skills.	K. Personal care and healthy behavior	19. Personal care
<b>E. Self-Care</b>		
PDH.SC.p3.1: Follows basic health practices with occasional reminders.	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
PDH.SC.p3.2: Completes personal care tasks with some adult assistance.	K. Personal care and healthy behavior	19. Personal care
PDH.SC.p4.1: Follows basic health practices.	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
PDH.SC.p4.2: Completes personal care tasks with increasing responsibility.	K. Personal care and healthy behavior	19. Personal care
<b>F. Safety</b>		
PDH.S.p3.1: Knows common safety rules that have been discussed or taught.	K. Personal care and healthy behavior	20. Healthy behavior
PDH.S.p3.2: Alerts adults to potentially harmful situations.	K. Personal care and healthy behavior	20. Healthy behavior
PDH.S.p4.1: Identifies and follows basic safety rules with possible reminders, guidance and support.	K. Personal care and healthy behavior	20. Healthy behavior
PDH.S.p4.2: Demonstrates an ability to follow emergency routines with adult support.	K. Personal care and healthy behavior	20. Healthy behavior 11. Community
PDH.S.p4.3: Identifies how adults help to keep us safe.	K. Personal care and healthy behavior	20. Healthy behavior

Social-Emotional Development Standards		
A. Character Development		
1. Foundations of Character Development		
<i>a. Develop understanding of appropriate behaviors.</i>		
SED.CD.p3.1: Responds to feedback from familiar adults about appropriate behavior.	E. Building relationships with adults	12. Building relationships
SED.CD.p4.1: Follows adult guidelines and expectations for appropriate behavior.	E. Building relationships with adults	12. Building relationships 11. Community
<i>b. Foster caring attachments between fellow children, staff and the community.</i>		
SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	D. Emotions G. Community F. Building relationships with other children	10. Empathy 12. Building relationships 14. Moral development 15. Conflict resolution
SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	D. Emotions G. Community F. Building relationships with other children	10. Empathy 12. Building relationships 14. Moral development 15. Conflict resolution
SED.CD.p4.3: Recognizes examples and nonexamples of words and actions that are helpful or hurtful.	E. Building relationships with adults F. Building relationships with other children H. Conflict resolution	10. Empathy 12. Building relationships 14. Moral development 15. Conflict resolution
<i>c. Demonstrate mutual respect and utilize strategies to build a safe and productive culture.</i>		
SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	D. Emotions	10. Empathy
SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	D. Emotions	10. Empathy
<i>d. Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.</i>		

SED.CD.p3.4: Expresses interests, acceptance, affection for others.	E. Building relationships with adults F. Building relationships with other children	10. Empathy 12. Building relationships
SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend.	F. Building relationships with other children	10. Empathy 12. Building relationships
<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>		
SED.R.p3.1: Begin to understand consequences of own actions with adult support.	D. Emotions	15. Conflict resolution
SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	D. Emotions	15. Conflict resolution
<b>2. Demonstrates awareness of personal time and responsibilities within predictable routines.</b>		
SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	G. Community	11. Community
SED.R.p4.2: Follows predictable classroom routines and manages transitions positively in most situations with minimal adult support as needed.	G. Community	11. Community
<b>3. Develop, implement and model effective problem-solving skills.</b>		
SED.R.p3.3: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	D. Emotions	9. Emotions
SED.R.p3.4: Uses simple conflict resolution skills.	H. Conflict Resolution	15. Conflict resolution
SED.R.p4.3: Manages emotions, impulses and behaviors with minimal guidance from adults.	D. Emotions	9. Emotions
SED.R.p4.4: Attempts to solve social problems independently, by negotiation or with adult assistance.	H. Conflict Resolution	15. Conflict resolution
<b>C. Personal Development</b>		
<b>1. Self-Awareness</b>		
<i>a. Expresses and develops an understanding of thoughts and emotions</i>		

<i>of self and others.</i>		
SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others with adult support.	D. Emotions	9. Emotions 10. Empathy
SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.	D. Emotions	9. Emotions
SED.PD.p4.1: Recognizes and identifies more complex emotions in self and others, with accuracy with adult support.	D. Emotions	9. Emotions 10. Empathy
SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	D. Emotions	9. Emotions
<i>b. Develops and communicates a sense of self and positive identity.</i>		
SED.PD.p3.3: Describes self by using several basic characteristics.	FF. Knowledge of self and others	7. Self-identity
SED.PD.p3.4: States basic personal information, like name and age.	FF. Knowledge of self and others	7. Self-identity
SED.PD.p3.5: Displays awareness of own thoughts and feelings.	D. Emotions	7. Self-identity 9. Emotions
SED.PD.p4.3: Describes characteristics of self and in relationship to others.	FF. Knowledge of self and others	7. Self-identity
SED.PD.p4.4: States more complex personal information, like names of family members or names of neighbors.	FF. Knowledge of self and others	7. Self-identity 46. Classifying
<b>2. Self-Management</b>		
<i>a. Understand and practice strategies for managing emotions and behaviors.</i>		
SED.PD.p3.6: Makes personal needs and desires known.	D. Emotions	9. Emotions
SED.PD.p3.7: Begins to demonstrate the ability to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterward.	D. Emotions	9. Emotions
SED.PD.p4.5: Expresses preferences in a socially acceptable way most of the time.	D. Emotions	9. Emotions

SED.PD.p4.6: Develops strategies to express strong emotion and calm self with adult help.	D. Emotions	9. Emotions
<i>b. Reflect on perspectives and emotional responses.</i>		
SED.PD.p3.8: Recognizes own feelings when an adult labels them.	D. Emotions	9. Emotions
SED.PD.p4.7: Recognizes and accurately describes own feelings most of the time.	D. Emotions	9. Emotions
<i>c. Set, monitor, adapt and evaluate goals to achieve success in social settings.</i>		
SED.PD.p3.9: Completes own goal-directed activities and recognizes accomplishments while learning rules and values of family and culture.	A. Initiative and planning G. Community	1. Initiative 2. Planning 7. Self-identity 11. Community
SED.PD.p4.8: Demonstrates age-appropriate independence in decision-making regarding activities and materials.	A. Initiative and planning	1. Initiative 2. Planning 8. Sense of competence
<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.p3.1: Expresses concern for the needs of others and people in distress.	D. Emotions E. Building relationships with adults F. Building relationships with other children	10. Empathy
SED.SD.p4.1: Responds to needs of others and people in distress in caring ways.	D. Emotions	10. Empathy
SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	D. Emotions	9. Emotions
<i>b. Express comfort and joy in human diversity and develop accurate language for differences.</i>		
SED.SD.p3.2: Compares own characteristics with those of others.	FF. Knowledge of self and others	7. Self-identity 53. Diversity

SED.SD.p4.3: Recognizes and respects similarities and differences between self and others.	FF. Knowledge of self and others	7. Self-identity 53. Diversity
SED.SD.p4.4: Treats others with respect when conflicts or differences occur, given adult support.	FF. Knowledge of self and others	15. Conflict resolution
<b>2. Interpersonal Skills</b>		
<i>a. Demonstrate communication and social skills to interact effectively.</i>		
SED.SD.p3.3: Follows rules and simple two-step directions.	G. Community	11. Community
SED.SD.p3.4: Begins to display socially competent behavior with peers.	F. Building relationships with other children	11. Community 12. Building relationships
SED.SD.p3.5: Begins to participate in conversational turn-taking.	L. Speaking	11. Community 22. Speaking
SED.SD.p4.5: Displays socially competent behavior with peers.	F. Building relationships with other children	11. Community 12. Building relationships 13. Cooperative play
SED.SD.p4.6: Participates in conversational turn-taking by listening and responding to what was said.	L. Speaking	11. Community 21. Comprehension 22. Speaking
SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.	F. Building relationships with other children	11. Community 13. Cooperative play
SED.SD.p4.8: Invites other children to join groups or activities.	F. Building relationships with other children	13. Cooperative play 12. Building relationships
<i>b. Develop and maintain positive relationships.</i>		
SED.SD.p3.6: Shows interest in having a friend.	F. Building relationships with other children	12. Building relationships
SED.SD.p4.9: Develops friendships with one or two preferred peers.	F. Building relationships with other children	12. Building relationships
SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable in a given environment.	D. Emotions	13. Cooperative play 12. Building relationships

		9. Emotions
SED.SD.p4.11: Adjust behavior to different settings.	D. Emotions	9. Emotions 11. Community
<i>c. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.</i>		
SED.SD.p3.7: Begins to resolve conflicts with peers, given adult assistance.	H. Conflict Resolution	15. Conflict resolution
SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	H. Conflict Resolution	15. Conflict resolution
SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	H. Conflict Resolution	15. Conflict resolution
<b>Communication and Literacy Standards</b>		
<b>A. Speaking and Listening</b>		
1. Conversation and Comprehension		
CL.SL.p3.1: Participates in conversations with a small group.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
CL.SL.p3.1a: Begins to follow agreed-upon rules for discussion.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
CL.SL.p3.1b: Continues a conversation through two or three exchanges.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
CL.SL.p3.2: Asks and answers “Who, What, Where” questions.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
CL.SL.p4.1: Participates in conversations in increasing group sizes.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
CL.SL.p4.1a: Follows agreed-upon rules for discussions.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking 11. Community

CL.SL.p4.1b: Continues a conversation through multiple exchanges, while increasingly staying on topic.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
CL.SL.p4.2: Asks and answers questions and makes predictions.	L. Speaking M. Listening and comprehension	22. Speaking 48. Predicting
<b>2. Expressive Language</b>		
CL.SL.p3.3: Begins to describe familiar people, places, things and events with support.	L. Speaking	22. Speaking 23. Vocabulary 45. Observing 46. Classifying
CL.SL.p3.4: Begins to describe objects depicted in pictures.	L. Speaking	22. Speaking 23. Vocabulary 50. Communicating ideas
CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	L. Speaking	22. Speaking
CL.SL.p4.3: Able to describe familiar people, places, things and events with support.	L. Speaking	22. Speaking 23. Vocabulary 45. Observing 46. Classifying
CL.SL.p4.4: Able to tell another person about what they have drawn.	L. Speaking	22. Speaking 23. Vocabulary 50. Communicating ideas
CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	L. Speaking	22. Speaking 50. Communicating ideas
<b>B. Language</b>		
<b>1. Conventions of Language</b>		
CL.LS.p3.1: Demonstrates an emerging understanding of the conventions of grammar and usage when writing or speaking.	<del>P. Reading</del> L. Speaking R. Writing	22. Speaking <del>27. Concepts about print</del> <del>28. Book knowledge</del> 29. Writing
CL.LS.p3.1a: Begins to make letter-like forms and print some letters.	R. Writing	29. Writing 25. Alphabetic knowledge

CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.	L. Speaking	22. Speaking
CL.LS.p3.1c: Begins to form regular plural nouns orally by adding /s/ or /es/.	L. Speaking	22. Speaking
CL.LS.p3.1d: Understands and uses some question words.	L. Speaking	22. Speaking
CL.LS.p3.1e: Uses some prepositions.	L. Speaking	22. Speaking
CL.LS.p3.1f: Communicates using at least three-to-four word sentences.	L. Speaking	22. Speaking
CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter-like forms or a series of random letters.	R. Writing O. Alphabetic knowledge	<del>24. Phonological awareness</del> 25. Alphabetic knowledge 29. Writing
CL.LS.p4.1: Demonstrates an emerging command of the conventions of grammar and usage when writing or speaking.	R. Writing L. Speaking	22. Speaking 25. Alphabetic knowledge <del>27. Concepts about print</del> <del>28. Book knowledge</del>
CL.LS.p4.1a: Prints some uppercase and lowercase letters.	R. Writing	25. Alphabetic knowledge 29. Writing
CL.LS.p4.1b: Uses basic nouns and verbs.	L. Speaking	22. Speaking
CL.LS.p4.1c: Begins to form regular plural nouns orally by correctly adding /s/ or /es/ on a more frequent basis.	L. Speaking	22. Speaking
CL.LS.p4.1d: Understands and uses most question words.	L. Speaking	21. Comprehension 22. Speaking
CL.LS.p4.1e: Uses an increasing amount of frequently occurring prepositions.	L. Speaking	22. Speaking 23. Vocabulary
CL.LS.p4.1f: Produces complete sentences in shared language activities.	L. Speaking	22. Speaking
CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually	R. Writing O. Alphabetic knowledge	25. Alphabetic knowledge 29. Writing

writing from left to right (may reverse some letters).		
<b>2. Vocabulary Acquisition and Use</b>		
CL.LS.p3.3: Provides a label when given a child-friendly definition of a familiar word.	L. Speaking	23. Vocabulary
CL.LS.p3.4: Begins to demonstrate an understanding of some frequently occurring verbs and adjectives to name opposites.	L. Speaking	23. Vocabulary
CL.LS.p3.4a: Distinguishes among a few verbs describing the same general action.	L. Speaking	23. Vocabulary
CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	L. Speaking	23. Vocabulary
CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult.	L. Speaking	23. Vocabulary
CL.LS.p4.4: Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites.	L. Speaking	23. Vocabulary
CL.LS.p4.4a: Distinguishes among some verbs describing the same general action by acting out the meanings.	L. Speaking	23. Vocabulary
CL.LS.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	L. Speaking	23. Vocabulary
<b>C. Literature</b>		
<b>1. Identifying and finding meaning, details and ideas from literature.</b>		
CL.L.p3.1: With prompting and support, asks and answers simple questions about the book or story's content.	Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a book or story.	M. Listening and Comprehension Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
CL.L.p4.1: With prompting and support, asks and answers questions about key details in a book or story.	Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge

CL.L.p4.2: With prompting and support, retells books or stories with increasing detail and accuracy.	M. Listening and Comprehension Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
CL.L.p4.3: With prompting and support, identifies characters, settings and major events or facts from a book or story.	Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
2. Structure and Format		
CL.L.p3.3: Exhibits curiosity and interest in learning new words.	Q. Book enjoyment and knowledge	23. Vocabulary
CL.L.p3.4: Interacts with a variety of books.	Q. Book enjoyment and knowledge	26. Reading 27. Concepts about print 28. Book knowledge
CL.L.p3.5: Understands that books have both illustrations and print.	Q. Book enjoyment and knowledge	28. Book knowledge
CL.L.p3.6: Identifies the front and back cover of a book.	Q. Book enjoyment and knowledge	28. Book knowledge
CL.L.p4.4: Asks and answers questions about unknown words in a book.	Q. Book enjoyment and knowledge	23. Vocabulary 28. Book knowledge
CL.L.p4.5: Interacts with a larger variety of books and text.	Q. Book enjoyment and knowledge	28. Book knowledge
CL.L.p4.6: With prompting and support, describes the role of an author and an illustrator.	Q. Book enjoyment and knowledge	28. Book knowledge
3. Integration of Knowledge and Ideas		
CL.L.p3.7: With prompting and support, makes connections between self, illustrations and the story when talking through the pictures of a book.	Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
CL.L.p3.8: With prompting and support, compares and contrasts the adventures and experiences of the characters to self.	Q. Book enjoyment and knowledge	6. Reflection 21. Comprehension 26. Reading 28. Book knowledge

CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	Q. Book enjoyment and knowledge	46. Classifying 21. Comprehension
CL.L.p4.9: With prompting and support, answers “wh” questions, such as what, when, where, or why, based on information presented in the book or story.	Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
4. Range of Reading and Level of Text Complexity		
CL.L.p3.9: Actively engages in small group reading activities with purpose and understanding.	Q. Book enjoyment and knowledge	26. Reading 28. Book knowledge
CL.L.p4.10: Actively engages in large and small group reading activities with purpose and understanding.	Q. Book enjoyment and knowledge	26. Reading 28. Book knowledge
<b>D. Foundational Reading Skills</b>		
1. Print Concepts		
CL.F.p3.1: Shows an understanding that print conveys meaning.	P. Reading	27. Concepts about print
CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	Q. Book enjoyment and knowledge	27. Concepts about print
CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).	P. Reading	27. Concepts about print
CL.F.p3.1c: Recognizes letters in their name.	O. Alphabetic knowledge	25. Alphabetic knowledge
CL.F.p4.1: Begins to demonstrate understanding of the organization and basic features of print.	R. Writing	27. Concepts about print
CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.	P. Reading R. Writing	27. Concepts about print
CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letters.	P. Reading	27. Concepts about print 25. Alphabetic knowledge

CL.F.p4.1c: Recognizes that letters are grouped to form words.	R. Writing	27. Concepts about print 25. Alphabetic knowledge
CL.F.p4.1d: Recognizes and names some uppercase and lowercase letters, in addition to those in first name.	O. Alphabetic knowledge	25. Alphabetic knowledge
2. Phonological Awareness		
CL.F.p3.2: Plays with the sounds of language.	N. Phonological awareness	24. Phonological awareness
CL.F.p3.2a: Distinguishes whether two words rhyme or not.	N. Phonological awareness	24. Phonological awareness
CL.F.p3.2c: Identifies two words that start with the same sound.	N. Phonological awareness	24. Phonological awareness
CL.F.p3.3: Begins to recognize and “read” familiar words or environmental print.	P. Reading	26. Reading 27. Concepts about print
CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds.	N. Phonological awareness	24. Phonological awareness
CL.F.p4.2a: Recognizes rhyming words.	N. Phonological awareness	24. Phonological awareness
CL.F.p4.2b: Produces rhyming words.	N. Phonological awareness	24. Phonological awareness
CL.F.p4.2c: Blends syllables in spoken words.	N. Phonological awareness	24. Phonological awareness
CL.F.p4.2d: Segments syllables in spoken word.	N. Phonological awareness	24. Phonological awareness
CL.F.p4.2e: With prompting and support, blends and segments initial and ending sounds of single syllable words.	N. Phonological awareness	24. Phonological awareness
CL.F.p4.2f: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words.	N. Phonological awareness	24. Phonological awareness
CL.F.p4.3: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	O. Alphabetic knowledge	24. Phonological awareness 25. Alphabetic knowledge
3. Fluency		

CL.F.p3.4: Begins to identify own name in print.	P. Reading	26. Reading
CL.F.p4.4: Identifies own name in print.	P. Reading	26. Reading
CL.F.p4.4a: Recognizes and “reads” familiar words or environmental print.	P. Reading	26. Reading 27. Concepts about print
<b>E. Writing</b>		
CL.W.p3.1: Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas.	O. Alphabetic knowledge R. Writing	25. Alphabetic knowledge 29. Writing
CL.W.p3.2: Uses consistent marks to represent their name when writing.	R. Writing	25. Alphabetic knowledge 29. Writing
CL.W.p3.3: With guidance and support, imitates shapes and strokes.	R. Writing	25. Alphabetic knowledge 29. Writing
CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas.	R. Writing	52. Tools and technology
CL.W.p3.5: Participates in shared writing projects.	R. Writing	29. Writing 13. Cooperative play
CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	C. Reflection	13. Cooperative play 6. Reflection
CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	R. Writing	29. Writing
CL.W.p4.2: Recognizably writes most of the letters in their name.	R. Writing	29. Writing 25. Alphabetic knowledge
CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	R. Writing	29. Writing 40. Art
CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing.	EE. Tools and technology	29. Writing 52. Tools and technology

CL.W.p4.5: Participates in shared research and writing projects.	R. Writing	29. Writing 13. Cooperative play
CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	C. Reflection	5. Use of resources 6. Reflection
<b>Mathematical Knowledge Standards</b>		
<b>A. Counting and Cardinality</b>		
1. Know number names and counting sequence.		
M.CC.p3.1: Counts in sequence to 10.	S. Number and counting	31. Number words and symbols 32. Counting
M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.	S. Number and counting	31. Number words and symbols
M.CC.p4.1: Counts in sequence to 20.	S. Number and counting	31. Number words and symbols
M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	S. Number and counting	31. Number words and symbols 32. Counting 29. Writing
M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	S. Number and counting	31. Number words and symbols
2. Count to identify the number of objects.	S. Number and counting	31. Number words and symbols 32. Counting
M.CC.p3.3: Uses one-to-one correspondence during play situations.	S. Number and counting	31. Number words and symbols 32. Counting
M.CC.p3.4: Initiates counting without prompting.	S. Number and counting	31. Number words and symbols 32. Counting
M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects.	S. Number and counting	31. Number words and symbols 32. Counting
M.CC.p4.4: Understands that number represent quantities and that the last number name identifies the quantity of objects counted (cardinality).	S. Number and counting	32. Counting
M.CC.p4.4a: Uses one-to-one correspondence when counting objects, saying the number names of equal amounts.in the standard order	S. Number and counting	32. Counting

pairing with each object.		
M.CC.p4b: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	S. Number and counting	32. Counting
M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as five things in a scattered configuration.	S. Number and counting	31. Number words and symbols 32. Counting
<b>3. Compare Numbers</b>		
M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to five.	S. Number and counting	33. Part-whole relationships
M.CC.p3.7: When shown a collection of up to three items, creates another collection of equal amounts.	S. Number and counting	33. Part-whole relationships
M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	S. Number and counting	32. Counting 33. Part-whole relationships
M.CC.p4.7: Subitizes to five.	S. Number and counting	32. Counting
M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals.	S. Number and counting	31. Number words and symbols 33. Part-whole relationships
<b>B. Operations and Algebraic Thinking</b>		
<b>1. Understands addition as putting together and subtraction as taking from.</b>		
M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations.	S. Number and counting	33. Part-whole relationships
M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.	V. Patterns	38. Patterns
M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations.	S. Number and counting	33. Part-whole relationships
M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	S. Number and counting	33. Part-whole relationships
M.OA.p4.3: Identifies patterns in the real world and in numbers.	V. Patterns	38. Patterns

C. Measurement and Data		
1. Describe and compare measurable attributes.		
M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute and begins to use words such as bigger, smaller and longer.	U. Measurement	36. Measuring 37. Unit
M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).	U. Measurement	36. Measuring
M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more than”/“less than” the attribute.	U. Measurement	36. Measuring 37. Unit
2. Classify objects and count the number of objects in each category.		
M.MD.p3.2: Sorts objects into two or more groups by their properties or uses.	BB. Observing and classifying	46. Classifying
M.MD.p4.3: Sorts objects into categories, counts the number of objects on each category (limit category counts to less than or equal to 10), and makes comparisons between the categories based on quantity.	BB. Observing and classifying S. Number and counting	32. Counting 36. Measuring 46. Classifying
M.MD.p4.4: Collects data by categories to answer simple questions.	W. Data analysis	39. Data analysis
D. Geometry		
1. Identify and describe shapes.		
M.G.p3.1: Correctly names shapes regardless of their orientation or overall size, (Squares, circles, triangles, rectangles).	T. Geometry: Shapes and spatial awareness	34. Shapes
M.G.p3.2: Describes objects in the environment using names of shapes, uses actions and words to indicate relative positions of these objects.	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
M.G.p4.1: Correctly names shapes regardless of their orientation or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres).	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
M.G.p4.2: Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms.	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
2. Analyze, compare, create and compose shapes.		

M.G.p3.3: Analyzes and compares objects of different sizes and orientations and describes similarities, differences, parts and other attributes.	T. Geometry: Shapes and spatial awareness	36. Measuring 46. Classifying
M.G.p3.4: Plays with and manipulates shapes.	T. Geometry: Shapes and spatial awareness	34. Shapes
M.G.p4.3: Analyzes and compares two- and three-dimensional shapes of different sizes and orientations. Describes similarities, differences, parts and other attributes.	T. Geometry: Shapes and spatial awareness	34. Shapes
M.G.p4.4: Creates shapes during play by building, drawing, etc.	T. Geometry: Shapes and spatial awareness	34. Shapes
M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
<b>Science Standards</b>		
<b>A. Scientific Inquiry</b>		
S.SI.p3.1: Observes and experiments with how things work, seeks information from others.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting
S.SI.p3.2: Provides simple verbal or signed descriptions.	BB. Observing and classifying	45. Observing 50. Communicating ideas
S.SI.p3.3: Begins to look for answers through active investigation.	CC. Experimenting, predicting, and drawing conclusions	46. Observing 47. Experimenting 48. Predicting
S.SI.p4.1: Makes increasingly complex observations of objects, materials, organisms and events.	BB. Observing and classifying DD. Natural and physical world	45. Observing 49. Drawing conclusions
S.SI.p4.2: Provides greater detail in descriptions.	BB. Observing and classifying	50. Communicating ideas
S.SI.p4.3: Asks questions, predicts, experiments, draws conclusions and explains results.	CC. Experimenting, predicting, and drawing conclusions	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas

<b>B. Movement and Simple Machines</b>		
S.MS.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.	DD. Natural and physical world CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 51. Natural and physical world
S.MS.p4.1: Describes and compares the effects of common forces (like push and pull) on objects and the impact of gravity, magnetism and mechanical forces, such as ramps, gears, pendulums and other simple machines.	DD. Natural and physical world	49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
S.MS.p4.2: Recognizes and describes the effect of his/her own actions on objects.	DD. Natural and physical world	49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
<b>C. Living Things</b>		
S.LT.p3.1: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	DD. Natural and physical world BB. Observing and classifying	45. Observing 51. Natural and physical world
S.LT.p3.2: Understands that living things need water and food.	DD. Natural and physical world	51. Natural and physical world
S.LT.p4.1: Asks/answers questions about objects, organisms and events in their environments.	DD. Natural and physical world	51. Natural and physical world
S.LT.p4.2: Understands plants and animals need air, food and water.	DD. Natural and physical world	51. Natural and physical world
<b>D. Environment</b>		
S.EC.p3.1: Makes simple observations of the weather.	DD. Natural and physical world	45. Observing 51. Natural and physical world 58. Ecology
S.EC.p4.1: Observes and discusses changes in weather and seasons using common weather-related vocabulary.	DD. Natural and physical world	45. Observing 49. Drawing conclusions 51. Natural and physical world 58. Ecology
S.EC.p4.2: Observes and explains how plants and animals respond to	DD. Natural and physical world	45. Observing 49. Drawing conclusions

changes in the environment and in seasons.		51. Natural and physical world 58. Ecology
S.EC.p4.3: Understands how actions people take may change the environment and the impact actions have on the environment.	DD. Natural and physical world	58. Ecology
S.EC.p4.4: Demonstrates an understanding that the sun provides light and warmth.	DD. Natural and physical world	51. Natural and physical world
S.EC.p4.5: Demonstrates an understanding that different weather conditions require different clothing or accessories.	DD. Natural and physical world	51. Natural and physical world 49. Drawing conclusions
<b>E. Habitats and Human Impact</b>		
S.HHI.p3.1: Comments on an animals appearance, behavior or habitat.	DD. Natural and physical world	51. Natural and physical world
S.HHI.p3.2: Acquires and uses basic vocabulary for plants, animals and humans.	DD. Natural and physical world	51. Natural and physical world
S.HHI.p3.3: With adult direction, participates in activities to preserve the environment.	DD. Natural and physical world	58. Ecology
S.HHI.p4.1: Demonstrates an understanding that living things exist in different habitats.	DD. Natural and physical world	51. Natural and physical world
S.HHI.p4.2: Demonstrates ways in which the environment provides natural resources that are needed by people.	DD. Natural and physical world	51. Natural and physical world 58. Ecology
S.HHI.p4.3: Recognizes actions impact the environment.	DD. Natural and physical world	58. Ecology
<b>Social Studies Standards</b>		
<b>A. Community</b>		
SS.C.p3.1: Names family members by relationship.	FF. Knowledge of self and others	53. Diversity
SS.C.p4.1: Identifies leaders at home and school.	FF. Knowledge of self and others	54. Community roles
<b>B. Economics</b>		
SS.E.p3.2: Trades or exchanges materials or objects with others.	FF. Knowledge of self and others	54. Community roles

SS.E.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited.	FF. Knowledge of self and others	54. Community roles
SS.E.p4.3: Demonstrates an understanding that money can be exchanges for goods and services.	FF. Knowledge of self and others	54. Community roles
<b>C. Geography</b>		
SS.G.p3.4: Uses words to indicate direction.	GG. Geography	56. Geography
SS.G.p3.5: Creates representations of familiar places through various materials, like building a fire station with blocks or drawing a picture of a home.	GG. Geography	56. Geography
SS.G.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	GG. Geography	54. Community roles 56. Geography
SS.G.p4.4: Identifies and correctly uses terms related to location, direction and distance.	GG. Geography	56. Geography
SS.G.p4.5: Creates simple “maps” or drawings of familiar places.	GG. Geography	56. Geography
SS.G.p4.6: Matches objects to usual locations and identifies features of familiar places.	GG. Geography	56. Geography
<b>D. Kansas, United States and World History</b>		
SS.H.3.7: Uses words or phrases that differentiate between events that occur within a timeline of the past, the present and the future (e.g., “when I was a baby...” or “before I moved into my new house...”.	HH. History	57. History
SS.H.p4.7: Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	FF. Knowledge of self and others	7. Self-identity 43. Pretend play 53. Diversity
SS.H.p4.8: Names city and state where he/she lives.	GG. Geography	56. Geography
SS.H.p4.9: Demonstrates an understanding of time in the context of daily experiences.	HH. History	57. History
<b>Creative Arts Standards</b>		

A. Dance		
CA.D.p3.1: Explores moving all body parts in isolation.	Z. Movement	16. Gross-motor skills 18. Body awareness 42. Movement
CA.D.p3.1a: Explores cross-lateral movements.	Z. Movement	16. Gross-motor skills 42. Movement
CA.D.p3.2: Moves one body part in response to a simple rhythm pattern.	Z. Movement	16. Gross-motor skills 42. Movement
CA.D.p3.2a: Demonstrates the difference between still and moving.	Z. Movement	16. Gross-motor skills 42. Movement
CA.D.p3.2b: Moves over, under and around objects.	Z. Movement	18. Body awareness 42. Movement
CA.D.p3.3: Creates high, medium and low shapes.	Z. Movement	16. Gross-motor skills 42. Movement
CA.D.p3.3a: Explores and creates patterns.	Z. Movement	42. Movement
CA.D.p3.3b: Combines axial and locomotor movements together.	Z. Movement	16. Gross-motor skills 42. Movement
CA.D.p3.4: Listen to musical cues and teacher instruction.	Z. Movement	41. Music 42. Movement
CA.D.p3.4a: Dances with purpose attentive to music and instruction.	Z. Movement	41. Music 42. Movement
CA.D.p4.1: Explores one body part in conjunction with other body parts, balances on one foot.	Z. Movement	42. Movement
CA.D.4.1a: Skips, slides, leaps.	Z. Movement	42. Movement
CA.D.p4.2: Dances to music with varying tempos.	Z. Movement	41. Music

		42. Movement
CA.D.p4.2a: Creates simple rhythm patterns and is able to repeat them.	Z. Movement	42. Movement
CA.D.p4.2b: Moves through combinations of pathways, straight, zigzag, diagonal and curve.	Z. Movement	42. Movement
CA.D.p4.2c: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	Z. Movement	42. Movement
CA.D.p4.3: Creates movement based on imagery from pictures, books or other ideas.	Z. Movement	42. Movement
CA.D.p4.4: Demonstrates the ability to listen and carry out instruction.	Z. Movement	42. Movement
CA.D.p4.4a: Demonstrates the ability to create movement and discovery and maintain spatial awareness.	Z. Movement	42. Movement 18. Body awareness
<b>B. Music</b>		
CA.M.p3.1: Repeats sound and rhythm patterns.	Y. Music	41. Music
CA.M.p3.2: Sings familiar, simple songs.	Y. Music	41. Music
CA.M.p3.3: Repeats song patterns and rhythmic movements to music.	Y. Music	41. Music
CA.M.p3.4: Demonstrates understanding of concepts using vocal and physical movement and instruments, e.g., soft/loud, high/low, fast/slow.	Y. Music	41. Music
CA.M.p4.1: Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).	Y. Music	41. Music
CA.M.p4.2: Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip).	Y. Music Z. Movement	41. Music
CA.M.p4.3: Creates own songs and movements, including musical instruments.	Y. Music Z. Movement	41. Music
<b>C. Dramatic Play</b>		

CA.DP.p3.1: Retells nursery rhymes and sings simple songs.	Y. Music N. Phonological awareness	41. Music 24. Phonological awareness
CA.DP.p3.2: Begins to differentiate between real and pretend.	AA. Pretend play	43. Pretend play
CA.DP.p3.2a: Participates in songs, stories, fingerplays, chants with voice and body together.	Y. Music N. Phonological awareness Z. Movement	41. Music 42. Movement
CA.DP.p3.2b: Begins to change voice, emotion and body in play situations.	AA. Pretend play	43. Pretend play
CA.DP.p3.3: Follows simple instructions to recreate story and dramatic movement.	AA. Pretend play	43. Pretend play
CA.DP.p3.3a: Uses costumes to become a character in everyday environment.	AA. Pretend play	43. Pretend play
CA.DP.p3.3b: Uses props/objects in creative ways to promote and create a story.	AA. Pretend play	43. Pretend play
CA.DP.p4.1: Takes a role in acting out a story.	AA. Pretend play	43. Pretend play
CA.DP.p4.1a: Creates dialogue specific to a type of character.	AA. Pretend play	43. Pretend play
CA.DP.p4.2: Anticipates story plot and structure of story.	Q. Book enjoyment and knowledge	28. Book knowledge 43. Pretend play
CA.DP.p4.2a: Participates with others in listening and responding in dramatic role.	AA. Pretend play	43. Pretend play
CA.DP.p4.2b: Acts out feelings with body and voice in dramatic play situations.	AA. Pretend play	43. Pretend play
CA.DP.p4.3: Creates a story and assigns roles for self and others.	AA. Pretend play	43. Pretend play
CA.DP.p4.3a: Repeats dialogue and movement to tell a story.	AA. Pretend play	43. Pretend play
CA.DP.p4.3b: Creates and executes complicated plot with conflict and resolution.	AA. Pretend play	43. Pretend play

CA.DP.p4.3c: Creates unique characters using imagination.	AA. Pretend play	43. Pretend play
<b>D. Visual Arts</b>		
CA.VA.p3.1: Begins to use scissors.	J. Fine-motor skills X. Art	17. Fine-motor skills 40. Art
CA.VA.p3.1a: Creates visual art with various materials; begins to use color, lines and shapes to communicate meaning.	X. Art	17. Fine-motor skills 40. Art
CA.VA.p3.2: Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake).	X. Art	17. Fine-motor skills 40. Art
CA.VA.p3.3: Creates work that requires some planning.	X. Art	2. Planning 17. Fine-motor skills 40. Art
CA.VA.p3.3a: Works independently to create art.	X. Art	40. Art
CA.VA.p3.4: Mixes colors to create a new color.	X. Art	40. Art
CA.VA.p3.4a: Identifies shapes in art.	X. Art	40. Art 34. Shapes
CA.VA.p4.1: Uses a variety of materials and tools to create art.	X. Art	40. Art
CA.VA.p4.2: Begins to create drawings that are better defined, more detailed and more realistic.	X. Art	40. Art
CA.VA.p4.3: Demonstrates understanding of art vocabulary and concepts.	X. Art	40. Art
CA.VA.p4.4: Discusses own artistic creations and those of others.	X. Art	40. Art 44. Appreciating the arts