

# DRAFT

Kansas Early Learning Standards  
2023 Update

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## Introduction

### Purpose

The Kansas Early Learning Standards (KELS) is a document that provides information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental continuum of learning for children from birth through kindergarten. The KELS provide information regarding what young children should know and be able to do as a result of engagement with caring knowledgeable adults, evidence-based curriculum, and developmentally appropriate activities. It is a dynamic resource that providers and teachers can use as they plan activities for, choose and implement curriculum, and engage in conversations with young children and their families around early learning. It is important to remember, that standards are not to be used as an assessment tool, but rather are a cornerstone to support adults in making appropriate instructional decisions that will benefit our youngest learners.

Adults<sup>1</sup> are responsible for creating an environment that promotes early learning opportunities for the young children for whom they care and educate. Children learn through play and active, hands-on learning. Caregivers must use their knowledge to create experiences that are child-focused and standards-based while also meeting the needs of individual children. For infants and toddlers in particular, these standards must be linked to programs or adult decisions based upon knowledge of child development and individual learning needs, not ‘required’ child behaviors or skills.

For ALL children to learn, ALL adults must intentionally provide positive, inclusive, and nurturing environments that promote learning. The goal of the Kansas Early Learning Document is to provide the resources and support needed to help make this happen.

### Background

This is the fourth revision of the Kansas Early Learning Standards. The first document was completed in 2006 with a second revision done in 2009 and a third revision in 2013. As with previous revisions, the work focused on updating the standards based upon new and current knowledge and research. Additionally, specific focus was placed on developmentally appropriate practices, ease of use and accessibility, as well as the incorporation of equity, diversity, and inclusion principles. This document is another result of the extensive collaboration that is a part of the Kansas early childhood education community. The early childhood community worked collaboratively and intensively to develop a high-quality and useful document that will be helpful to all early childhood care and education professionals and supportive to the work of the K-3 teaching community.

Guidance from multiple state, local and national sources was sought during the review process updating the Kansas Early Learning Standards. National, state, and local resources were used to develop a document that is firmly grounded in research, evidence-, and developmentally appropriate educational practices.

## The purpose of the Kansas Early Learning Standards

The Kansas Early Learning Standards are meant to be a multi-purpose tool that can supplement the development of quality early learning environments. As such, the Standards/KELS were formed with these goals in mind:

1. To create a continuum that links early development to school readiness and later learning in school and life.
2. To provide a clear overview of milestones in a young child’s development, and how experiencing quality early learning opportunities can facilitate this development.
3. To provide guidance for early learning professionals that enhance and support their abilities to create experiences and environments that promote early learning opportunities and support families.
4. To show that during the early years, children acquire skills, knowledge and abilities in all developmental areas (e.g., social-emotional, physical, early literacy, mathematics, arts), which are critical for future learning.

Utilizing the Kansas Early Learning Standards should adhere to the following design parameters:

<b>Are Designed to:</b>	<b>Are NOT Designed to:</b>
Recognize the importance of the early years as learning years.	Serve as a curriculum in an early childhood program or other setting.
Serve as a guide for appropriate curriculum development/selection.	Exclude children from a program, school or activity.
Serve as a guide for creating quality learning environments and opportunities.	Serve as an assessment for children, families or programs.

### Guiding principles for this document:

(From the 2012 School Readiness Framework)

1. From birth, children are learning. Parents, families and caregivers are children’s first teachers.
2. Learning is a lifelong activity, and every environment is a learning environment.
3. Children’s success in school and life is everyone’s responsibility. Communities, educational environments, families, and children should be ready to support success.
4. School readiness involves the whole child in the context of the family and the community. This includes the child’s health and development in the following areas: physical, social, emotional, cognitive and general knowledge, communication and literacy.
5. Integrated services are available to children, appropriate to the age, abilities, language, and culture of each child.

6. Schools are ready to support the success of each child, recognizing their wide range of cultural and linguistic backgrounds, learning experiences, and differences in abilities.
7. A strong, direct connection exists in the early years between the quality of children's health and experiences and their later success in school and in life. School readiness in Kansas depends on involvement from public policy, funding, and system supports.

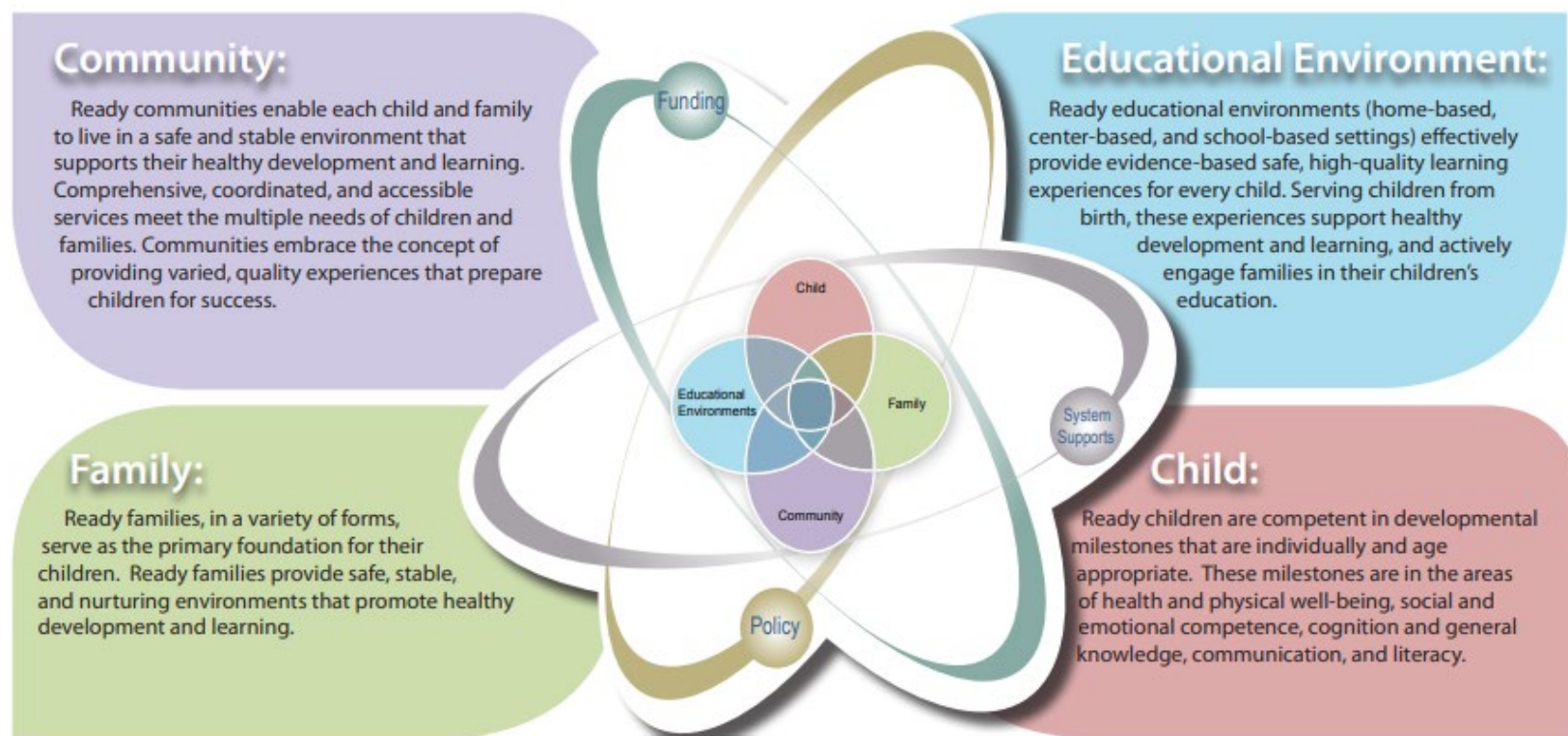


The Kansas Multi-Tiered System of Supports (MTSS) facilitates the proper implementation of Kansas Early Learning Standards through evidenced-based instruction and behavioral practices. Such supports are provided in response to the specific instructional and behavioral needs of children and are based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

## The School Readiness Framework: A Vision for Kansas

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

School readiness occurs within a broad context that includes four major components: 1) Community, 2) Educational Environment, 3) Family, and 4) the individual Child. These four components take into account how support comes from multiple facets of a child’s life. Policy, funding, and robust systems of support factor into an effective foundation for school readiness. The relationship among these parts in achieving school readiness is shown below in the Kansas School Readiness Framework graphic.



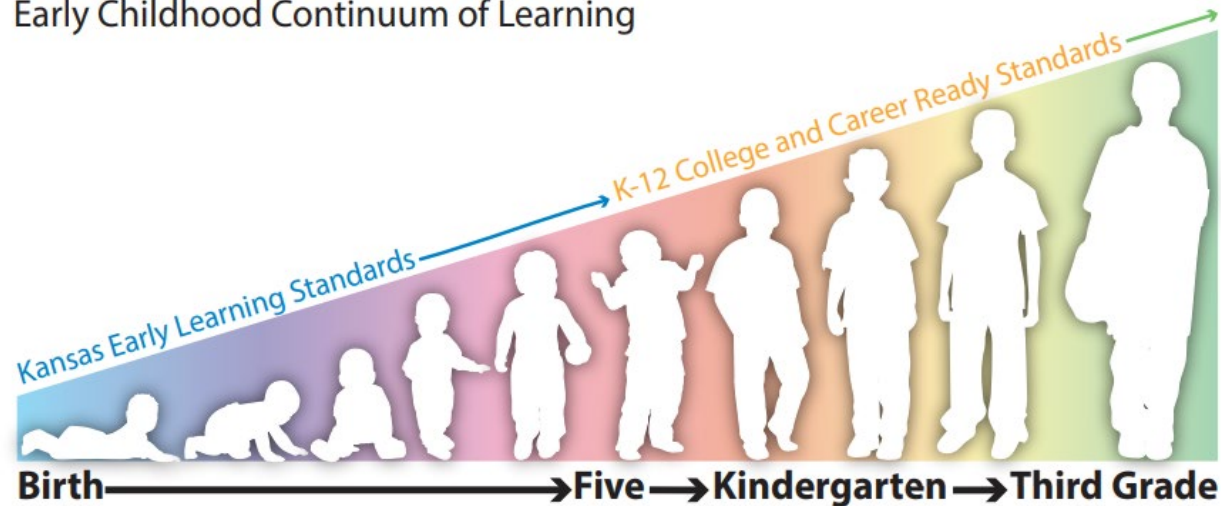


## Making the Connection

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

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

## Early Childhood Continuum of Learning



## The Kindergarten Transition

The transition to kindergarten can be a difficult event for parents and children. Knowing what kindergarten teachers hope for and expect from the children entering their classroom will help parents and early learning professionals alike to prepare the children in their care for success in kindergarten, school, and later life. The Kansas Early Learning Standards in the 2023 revision includes, where possible, the aligned kindergarten grade standards--clearly showing the continuum of learning from birth through kindergarten. It is hoped that this continuum will provide some insight into the learning and development of young children, thus helping adults support the learning and excitement young children feel as they prepare to enter kindergarten.

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

Transitioning children and families into kindergarten successfully doesn't happen by accident. It is the result of a quality and productive community partnership and planning process. To support communities in their efforts to develop effective, satisfying and sustainable plans and practices, the Kansas Early Childhood Advisory Council has created a Kindergarten Transitions toolkit. The kit includes resources and a Memorandum Of Understanding (MOU) template which can be tailored to the needs and plans of each individual community.

To access the Kindergarten Transitions Toolkit, go to: [kschildrenscabinet.org/mou-toolkit](https://kschildrenscabinet.org/mou-toolkit)

## Commitment to Responsive and Respectful Early Learning Environments

The Kansas Early Learning Standards (KELS) are statements describing the learning and development of young children, ages birth through five. Children's participation in high-quality, inclusive early childhood programs and their engagement in intentional learning environments can help facilitate the reaching of these milestones. The KELS provide essential information to support and enhance children's development and learning by promoting a whole-child approach, upholding the idea that learning and development are interrelated. Further, the Standards acknowledge, honor, and embrace the diversity of children and families.

The KELS reflect a wide range of age-appropriate abilities and expectations. At the same time, the KELS create a common language from which parents and professionals can discuss children's learning and development, providing a framework to help plan for the next stages of growth. The use of these standards will ultimately promote intentional teaching and therefore, improve child outcomes.

Referencing the KELS allows early care and education professionals to improve instructional planning and teaching through alignment of curriculum and other learning activities, providing both uniformity and flexibility. The KELS can be used for intentional instruction and should be individualized to meet the needs of all children. This, in turn, sets the stage for the development or selection of a curriculum that establishes the critical pieces of knowledge, the major concepts, and additional skills that should be taught. It should be noted that the KELS should not take the place of a curriculum.

It is essential that programs identify the strengths and abilities of all children to ensure that learning opportunities are maximized and that all children are fully included in every educational experience and activity. Children with disabilities may need more individualized or intensive instruction in order to develop and learn the skills, behaviors, and concepts described in the Framework. They may require accommodations in the environment or in instructional strategies. Some may require adaptive materials or assistive technology. Programs need to use the Framework in close collaboration with specialists identified on a child's Individual Family Service Plan (IFSP), Individualized Education Program (IEP), or 504 plan.

Finally, the KELS promote high-quality early childhood programming for **ALL** children in the least restrictive environment. The 2004 IDEA Individuals with Disabilities Act (IDEA) provides the following **regulatory requirement**: Each school district shall be required, to the maximum extent appropriate, to educate children with disabilities with children who are not disabled, and to provide special classes, separate schooling or for the removal of children with disabilities from the regular education environment only when the nature or severity of the disability of the child is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily. K.S.A. 72-3420 (a). The process for determining the least restrictive environment (LRE) must be individualized for each child with a disability, including preschool age children, children in public schools, private schools, or other care facilities. As such, the KELS reflect the framework from which the general curriculum is aligned and, therefore, provide the starting point from which individual adaptations or modifications can be created to meet the special needs of any child.

# Inclusion of Children With Disabilities in Kansas Early Childhood Programs



**Early childhood inclusion is the practice of educating and caring for children with and without disabilities in the same environments.** It embodies values, policies and practices that lead to high-quality early childhood programs.

To advance preschool inclusion in Kansas, the Kansas State Department of Education embraces the following five principles based on the federal joint policy statement from the U.S. Department of Health and Human Services/U.S. Department of Education.



**1 Hold high expectations and intentionally promote the participation** of preschoolers with disabilities in all learning and social activities.



**2 Use evidence-based practices and supports** to foster the development (cognitive, communication, physical and social-emotional) of all preschoolers.



**3 Promote friendships** between preschoolers with and without disabilities.



**4 Promote a sense of belonging** for preschoolers with disabilities and their families.



**5 Promote the inclusion of children** regardless of their level of disability (mild to most significant).



Read the full federal joint policy from the U.S. Department of Health and Human Services/U.S. Department of Education.



Federal and state requirements and guidance on least restrictive environment is located in Chapter 6, Section D of the Kansas Special Education Process Handbook. This infographic is technical assistance and a reference tool that can be used in conjunction with or in addition to the Kansas Special Education Process Handbook.

## Supporting Children from Diverse Backgrounds

High-quality, inclusive systems that embrace difference through equitable opportunities and treatment are essential to holistically serving all children. Learning and development are rooted in culture and communities. Traditions, language, race, ethnicity, values, and beliefs are part of children's everyday experience, shaping their identity and influencing their thinking and learning. Equitable learning opportunities should embrace the cultural diversity of children and families as a first step for children achieving their full learning potential. Teachers and caregivers have the responsibility to respect and support each child's culture, language, and background.

## Structure of the Document

The Kansas Early Learning Standards are structured to align with the Kansas College and Career Ready Standards (K-12) in developmentally appropriate ways, promoting continuity between early childhood years and the primary grades (K-3). Such continuity can facilitate smooth transitions and clarify communication between programs. The standards are intended to reflect widely accepted, research-based learning and development for children from birth through five. The domain, age, sub-headings and standard provides structure to the information, aiding adults in consulting the KELS when being responsive to the individual needs of young children.

- The Kansas Early Learning Standards include seven domains, or developmental content areas. Approaches to Learning (ATL)
- Physical Development (PHD)
- Social and Emotional Development (SED)
- Communication and Literacy (CL)
- Mathematics (M)
- Science (S)
- Creative Arts (CA)

Past versions of the KELS included a Social Studies domain. These standards were items that also fit well into the social emotional and the science domains or repeated standards that already existed in those areas. In the interest of simplicity and clarity, the KELS Revision Committee decided to integrate existing Social Studies standards into these other domains.

## Approaches to Learning

This section focuses on the different ways that children engage in learning. Standards in this section create a foundation for successful learning habits by encouraging persistence, engagement, initiative, and problem solving.

Children develop positive learning habits when familiar experiences are encouraged and supported to reinforce new and more in-depth experiences, ideas, and concepts. Providing opportunities for self-directed play allows them to be motivated and practice problem-solving, social interactions, leadership, and trying new experiences.

Equity and inclusion in early childhood assures access, participation, and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships, and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

### Key Terms for Approaches to Learning

- **Engagement:** Being in meaningful contact or connection with.
- **Initiative:** Taking action without being told.
- **Competence:** The ability to do something successfully or efficiently

The Kansas Early Learning Standards is a statewide resource and are not designed or intended to be used as part of the process of developmental screening or assessment.

## Approaches to Learning Standards

### A. Persistence & Engagement in Learning a. Engagement and Attention

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of Kindergarten)
<p>ATL.i.1: Demonstrates awareness of happenings and surroundings.</p> <p>ATL.i.2: Controls caregiver’s attention by babbling, looking at face, smiling or at times looking away to disengage.</p> <p>ATL.i.3: Shows interest in other children.</p>	<p>ATL.mi.1: Focuses on an activity but is easily distracted.</p> <p>ATL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).</p>	<p>ATL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.</p> <p>ATL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play.</p> <p>ATL.t.3: Continues to play when a caregiver leaves the area.</p>	<p>ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.</p> <p>ATL.p3.2: Ignores distractions briefly when engrossed in an activity.</p> <p>ATL.p3.3: Remembers and follows one or two step directions.</p>	<p>ATL.p4.1: Sustains attention to task despite distractions.</p> <p>ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.</p>	<p>No specific standards.</p>

b. Persistence

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of Kindergarten)
<p>ATL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).</p>	<p>ATL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the 'pick it up' game).</p> <p>ATL.mi.4: Executes simple 2-step plan (i.e., means-to-end task).</p>	<p>ATL.t.4: Engages in self-initiated activities for a sustained period of time.</p> <p>ATL.t.5: Returns to an activity after being distracted.</p>	<p>ATL.p3.4: Practices an activity many times until successful.</p>	<p>ATL.p4.3: Stays with a task for a few minutes <del>at least five minutes.</del></p> <p>ATL.p4.4: Carries out tasks, activities, projects, or experiences from beginning to end.</p> <p>ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.</p>	<p>No specific standards.</p>



B. Initiative

a. Curiosity and Initiative

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of Kindergarten)
<p>ATL.i.5: Shows preferences for certain toys or activities.</p> <p>ATL.i.6: Lifts arms toward caregiver to be picked up; explores own fingers and toes.</p>	<p>ATL.mi.5: Explores the environment through a variety of senses.</p> <p>ATL.mi.6: Chooses toys/things for play.</p>	<p>ATL.t.6: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sand box to fill a hole).</p> <p>ATL.t.7: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.</p> <p>ATL.t.8: Asks questions about items/objects.</p>	<p>ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).</p> <p>ATL.p3.6: Initiates play with other children and takes on a variety of roles while playing.</p> <p>ATL.p3.7: Explores, practices, understands social roles through play.</p>	<p>ATL.p4.6: Seeks new and varied experiences and challenges through play.</p> <p>ATL.p4.7: Chooses activities to do alone or with others.</p> <p>ATL.p4.8: Invites other children to join groups or activities.</p> <p>ATL.p4.9: Makes and follows plans for games or activities with other children.</p>	<p>No specific standards.</p>

b. Sense of Competence

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of Kindergarten)
<p>ATL.i.7: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).</p> <p>ATL.i.8: Comforts self by cooing, babbling, clutching or mouthing favorite object to comfort self (e.g., blanket or toy).</p>	<p>ATL.mi.7: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).</p> <p>ATL.mi.8: Points or protests to indicate likes and dislikes.</p> <p>ATL.mi.9: Expresses and responds to a variety of emotions.</p>	<p>ATL.t.9: Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”).</p> <p>ATL.t.10: Begins to show assertiveness (e.g., giving orders to others).</p> <p>ATL.t.11: Feels comfortable in a variety of places with familiar adults.</p>	<p>ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others.</p> <p>ATL.p3.9: Knows self as part of family, culture, spiritual group or community.</p> <p>ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.</p>	<p>ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.</p> <p>ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).</p> <p>ATL.p4.12: Associates emotions with words and facial expressions.</p>	<p>No specific standards.</p>

C. Creativity

a. Problem Solving

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of Kindergarten)
<p>ATL.i.9: Expresses discomfort when needs are not met. <del>Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).</del></p> <p>ATL.i.10: Looks for caregiver response in new or uncertain situations.</p>	<p>ATL.mi.10: Seeks out trusted adult for comfort or support and/or accepts adult assistance.</p> <p>ATL.mi.11: Tries to do things on own.</p> <p>ATL.mi.12: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).</p>	<p>ATL.t.12: Seeks alternate method when first attempt fails and/or seeks adult assistance.</p> <p>ATL.t.13: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).</p> <p>ATL.t.14: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.</p>	<p>ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.</p> <p>ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.</p> <p>ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).</p>	<p>ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.</p> <p>ATL.p4.14: Is able to delay gratification for better payoff later; anticipates consequences of own behavior.</p> <p>ATL.p4.15: Understands what is real and what is 'make-believe'.</p>	<p>SECD:K-2 Responsible Decision Making and Problem-Solving</p> <p>a. Identifies and illustrates safe and unsafe situations.</p> <p>b. States the difference between appropriate and inappropriate behaviors.</p> <p>c. Explains the consequences and rewards of individual and community actions.</p> <p>a. Identifies what activities are scheduled for the day and how much time is spent on each.</p> <p>b. Identifies and perform steps necessary to accomplish personal responsibilities in scheduled activities</p> <p>SECD:K-2 Responsible Decision Making and Problem Solving - Develops, implements, and models effective problem-solving skills.</p> <ol style="list-style-type: none"> <li>1. Develops self-control skills (for example, stop, take a deep breath, and relax).</li> <li>2. Identifies and illustrates the problem.</li> <li>3. Identifies desired outcome.</li> <li>4. Identifies possible solutions and the pros and cons of each solution.</li> <li>5. Identifies and select the best solution.</li> <li>6. Puts the solution into action.</li> <li>7. Reflects on the outcome of the solution.</li> </ol>

b. Creativity and Flexibility

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of Kindergarten)
<p>ATL.i.11: Shows interest in looking at, feeling or exploring new objects.</p>	<p>ATL.mi.13: 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).</p> <p>ATL.mi.14: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).</p> <p>ATL.mi.15: May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).</p>	<p>ATL.t.15: Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).</p> <p>ATL.t.16: May change behavior based on previous learning.</p>	<p>ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.</p> <p>ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.</p> <p>ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.</p>	<p>ATL.p4.16: Invents new activities through play</p> <p>ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.</p> <p>ATL.p4.18: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).</p>	<p>No specific standards.</p>

## Physical Health and Development

Health and physical development include nutrition, safety, wellness (physical, vision, hearing, oral), and coordinated movements through active play skills of all young children. In gross- motor development, infants begin as non-mobile beings, and in a matter of months, most roll, crawl, stand, and walk. Toddlers develop balance and coordination as they run and jump and climb. Preschoolers refine their movements and learn to use their large muscles to move with purpose and intent, to kick, throw, catch, and climb and gallop in coordinated movements. Children's hands and fingers (fine- motor development) continue to develop as they learn to feed and dress themselves, and use tools for drawing, writing, and cutting.

Movement and coordination include increasing skill and coordination of both fine (small muscle, hand-eye) and gross (large muscle) motor skills and guided by their sensory perception. A child's perceptual development refers to how children take in, interpret, and act on or respond to sensory input. Perception allows children to adapt and interact with their environment through their senses.

The early years set the stage for developing lifelong behaviors, habits, and values. Young children need varied opportunities for running, climbing, throwing as well as drawing, cutting, writing. It is particularly important for activities to be unstructured and play oriented. The best opportunities are selected by the child and intentionally planned to meet the child's interests and needs, not adult directed. Children are also learning self-help and adaptive skills during their early years. When children learn to take care of themselves, they can wash their hands, brush their teeth and do other self-care tasks.

Equity and inclusion in early childhood assures access, participation, and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships, and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

### Key Terms for Physical Health and Development

**Gross Motor-** Gross motor skills are abilities that let us do tasks that involve large muscles in our torso, legs, and arms. They involve whole-body movements.

**Fine Motor-** Fine motor, also called small motor or hand-eye coordination, is the coordination of small muscles in movement with the eyes, hands and fingers. Fine motor skills include picking up small items, pointing to specific pictures in a book, grasping a crayon, buttoning buttons, zipping, writing and drawing, and using scissors.

**Locomotor Skills-** Locomotor skills enable children to move their body from one place to another. Key locomotor skills include walking, running, jumping, hopping, crawling, marching, climbing, galloping, sliding, leaping, hopping, and skipping.

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## Physical Health and Development Standards

### A. Gross Motor Skills

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>PHD.i.1: Crawls through and around objects</p> <p>PHD.i.2: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements.</p> <p>PHD.i.3: Reaches for objects.</p>	<p>PHD.mi.1: Creeps up or down stairs.</p> <p>PHD.mi.2: Takes independent steps.</p> <p>PHD.mi.3: Throws ball and other objects independently</p>	<p>PHD.t.1: Maintains balance when performing actions.</p> <p>PHD.t.2: Catches a ball with both hands.</p> <p>PHD.t.3: Begins to run.</p>	<p>PHD.p3.1: Uses locomotor skills with increasing coordination and balance.</p>	<p>PHD.p4.1: Demonstrates locomotor skills with control, coordination, and balance in active play.</p> <p>PHD.p4.2: Demonstrates coordination in using objects during active play.</p> <p>PHD.p4.3: Explores, practices and performs skill sets.</p>	<p>PHD.K.1: Demonstrates the ability to move using a variety of locomotor skills.</p> <p>PHD.K.2: Demonstrates clear contrasts between slow and fast movements traveling in different directions and in personal and general space.</p> <p>PHD.K.3: Maintains momentary balance in a variety of positions and levels.</p> <p>PHD.K.4: Projects objects through space using various means.</p> <p>PHD.K.5: Catches a self-tossed ball after it bounces.</p>

B. Fine Motor Skills

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>PHD.i.4: Transfers objects from one hand to other.</p> <p>PHD.i.5: Grasps and releases object using entire hand.</p>	<p>PHD.mi.4: Coordinates the use of arms, hands and fingers to accomplish tasks.</p> <p>PHD.mi.5: Coordinates eye-hand movements.</p>	<p>PHD.t.4: Coordinates the use of arms, hands and fingers to accomplish more complex tasks.</p>	<p>PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.</p>	<p>PHD.p4.4: With fluency and accuracy, uses classroom and household tools independently and with eye-hand coordination to carry out activities.</p>	

C. Physical Fitness

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>PHD.i.6: Interacts with caregivers in a variety of physical activities.</p>	<p>PHD.mi.6: Participates in a variety of active physical play.</p>	<p>PHD.t.5: Participates in a variety of active physical play for longer periods of time.</p>	<p>PHD.p3.3: Participates in a variety of active play exhibiting strength and stamina.</p>	<p>PHD.p4.5: Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.</p>	<p>PHD.K.8: Participates in a variety of games that increase breathing and heart rate.</p> <p>PHD.K.9: Demonstrates sufficient muscular strength by supporting body weight in various activities.</p>

D. Nutrition & Healthy Eating

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>PHD.i.7: Communicates hunger and when full.</p>	<p>PHD.mi.7: Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.</p>	<p>PHD.t.6: Makes simple food choices and has food preferences; demonstrates a willingness to try new foods.</p>	<p>PHD.p3.4: Eats a variety of foods.  PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.</p>	<p>PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.  PHD.p4.7: Demonstrates increasingly complex oral motor skills.</p>	<p>K-2 Content Standards for Nutrition The students will begin to know and comprehend:</p> <p>2.2 The role of food and nutrients in providing energy</p> <p>2.3 What is meant by a balanced diet</p> <p>2.4 The impact of food choices</p> <p>2.5 Identifying the food groups</p> <p>2.6 The recommended daily requirements for water</p>



E. Self-Care

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>PHD.i.8: Signals need by crying.</p>	<p>PHD.mi.8: Indicates when pants are wet and need to be changed.</p>	<p>PHD.t.7: Washes hands and face with assistance.</p> <p>PHD.t.8: May begin to initiate interest in self-toileting.</p>	<p>PHD.p3.6: Follows basic health practices with occasional reminders.</p> <p>PHD.p3.7: Completes personal care tasks with some adult assistance.</p>	<p>PHD.p4.8: Follows basic health practices.</p> <p>PHD.p4.9: Completes personal care tasks with increasing responsibility.</p>	<p>K-2 Content Standards for Personal Health The students will begin to know and comprehend:</p> <p>2.2 How to maintain clean skin, hair, teeth, and clothes</p> <p>2.4 The importance of personal health 2.1 Steps to take for germ protection for disease prevention</p> <p>2.6 How germs are transmitted</p>

F. Safety

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>YPHD.i.9: Shows preference for primary caregiver.</p>	<p>PHD.mi.9: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.</p>	<p>PHD.t.9: Follows adult interaction/guidance regarding safety.</p> <p>PHD.t.10: Differentiates between some harmful and safe situations.</p>	<p>PHD.p3.8: Knows common safety rules that have been discussed or taught.</p> <p>PHD.p3.9: Alerts adults to potentially harmful situations.</p>	<p>PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance, and support.</p> <p>PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support.</p> <p>PHD.p4.12: Identifies how adults help to keep us safe.</p>	<p>K-2 Content Standards for Injury Prevention and Safety The students will begin to know and comprehend:</p> <p>2.1 Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.)</p> <p>2.2 Emergency and non-emergency situations</p> <p>2.5 Strategies to report verbal, mental and physical harm</p>

## Social Emotional Development

During early childhood, young children are beginning to develop an understanding of who they are, what they are feeling, and what to expect when interacting with others. Social emotional development refers to building positive social relationships and appropriately managing emotions to maintain these relationships. Forming emotional bonds is the foundation for all learning.

Young children can gain confidence and competence in living and learning with others and functioning independently and cooperatively when they have positive interactions with others. Social skills, self-regulation, friendship skills and social problem-solving should be seen as academic skills to be taught in early childhood classrooms. These skills are critical for school success, as the classroom is a social environment.

Equity and inclusion in early childhood assures access, participation, and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships, and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

### Key Terms for Social Emotional Development

**Reciprocal Interactions-** an exchange in which individuals or objects exhibit similar behavior, either at the same time or in a back-and-forth manner. For example, when a baby uses gazes, sounds, frowns and smiles to evoke responses from adults.

**Citizenship-** the quality of an individual's response to membership in a community. For example, being respectful of other people and their property.

**Interpersonal-** relating to relationships or communication skills between people. For example, verbal and non-verbal communication, listening skills, problem solving, and assertiveness.

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## Social Emotional Development Standards

### A. Character Development

#### 1. Foundations of Character Development

##### a. Develop understanding of right and wrong.

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate.	Not yet age appropriate.	Not yet age appropriate.	SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.	SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time.	<p>SED.CD.K.1: Recognizes and celebrates the natural beneficial consequence of acts of character.</p> <p>SED.CD.K.2: Identifies community needs in the larger community, discuss effects on the community and identify positive, responsible action.</p> <p>SED.CD.K.3: Learns about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.</p> <p>SED.CD.K.4: Exhibits clear and consistent expectations of good character throughout all school activities and in all areas of the school.</p> <p>SED.CD.K.5: Learns about, receives and accepts feedback for responsible actions in academic and behavioral skills.</p>

b. Foster caring attachments between fellow children, staff, and the community.

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
SED.CD.i.1: Initiates and engages in reciprocal interactions with familiar adults.	SED.CD.mi.1: Participates in routines and experiences that involve give and take interaction with familiar adults.	SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.  SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.	SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.  SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	SED.CD.K.6: Recognizes characteristics of a caring relationship.  SED.CD.K.7: Recognizes characteristics of a hurtful relationship.

c. Demonstrate mutual respect and utilize strategies to build a safe and productive culture

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
SED.CD.i.2: Begins to form relationships with consistent caregivers.	SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver	SED.CD.t.3: Begins to separate from caregiver more easily.	SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	SED.CD.K.8: Demonstrates caring and respect for others.  SED.CD.K.9: Describes “active listening”.

d. Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate	Not yet age appropriate	Not yet age appropriate	SED.CD.p3.4: Expresses interests, acceptance, affection for others.	SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend.	SED.CD.K.10: Recognizes and defines bullying and teasing k-2: illustrates or demonstrates what “tattling” is and what “telling”, or “reporting” is.  SED.CD.K.11: Models positive peer interactions.

B. Responsible Decision Making & Problem Solving

1. Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe community.

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate	SED.R.mi.1: Shows emerging signs of responding to choices offered by adults to help guide behavior.	SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	SED.R.p3.1: Begin to understand consequences of own actions with adult support.	SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	SED.R.K.1: Identify and illustrate safe and unsafe situations.  SED.R.K.2: State the difference between appropriate and inappropriate behaviors.  SED.R.K.3: Explain the consequences and rewards of individual and community actions.

2. Demonstrates awareness of personal time and responsibilities within predictable routines.

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate	SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.	SED.R.t.2: Remembers and follows expectations for familiar routines some of the time but may find it hard to transition from preferred activities.	SED. R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	SED.R.p4.2: Follows predictable classroom routines, manages transitions positively in most situations with minimal adult support as needed.	SED.R.K.4: Identifies activities scheduled for the day and how much time is spent on each.  SED.R.K.5: Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.

3. Develop, implement and model effective problem-solving skills

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate.	SED.R.mi.4: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.  SED.R.p3.7: Uses simple conflict resolution techniques.	SED.R.p4.6: Manages emotions, impulses and behaviors with minimal guidance from adults.  SED.R.p4.7: Attempts to solve social problems independently, by	SED.R.K.8: Develops self-control skills (e.g., stop, take a deep breath and relax). SED.R.K.9: Identifies and illustrates the problem. SED.R.K.10: Identifies desired outcome. SED.R.K.11: Identifies possible solutions and the pros and cons of each solution.

				negotiation or with adult assistance.	<p>SED.R.K.121: Identifies and selects the best solution.</p> <p>SED.R.K.123: Puts the solution into action.</p> <p>SED.R.K.143: Reflects on the outcome of the solution.</p>
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C. Personal Development

1. Self-Awareness

a. Expresses and develops an understanding of thoughts and emotions of self and others.

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
SED.PD.i.1 Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	SED.PD.mi.1 Communicates a variety of emotions purposefully and intentionally.	SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express them.	<p>SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.</p> <p>SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.</p>	<p>SED.PD.p4.1: Recognizes and identifies more complex emotions in self and others, with accuracy, with adult support.</p> <p>SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.</p>	<p>SED.R.K.14: Identifies and describe basic emotions.</p> <p>SED.R.K.15: Identifies situations that might evoke emotional responses.</p> <p>SED.R.K.16: Identifies positive and negative emotions.</p>



b. Develops and communicates a sense of self and positive identity.

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>SED.PD.i.2: Begins to understand self as separate person from others</p>	<p>SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.</p>	<p>SED.PD.t.2: Shows awareness of self as belonging to one or more groups.</p> <p>SED.PD.t.3: Identifies own feelings, needs and interests.</p>	<p>SED.PD. P3.3: Describes self by using several basic characteristics.</p> <p>SED.PD.p3.4: States basic personal information like name and age.</p> <p>SED.PD.p3.5: Displays awareness of own thoughts and feelings.</p>	<p>SED.PD.p4.3: Describes characteristics of self and in relationship to others.</p> <p>SED.PD.p4.4: States more complex personal information like names of family members, or names of neighbors.</p>	<p>SED.R.K.17: Identifies personal likes and dislikes.</p> <p>SED.R.K.18: Identifies personal strengths and weaknesses.</p> <p>SED.R.K.19: Identifies consequences of behaviors.</p> <p>SED.R.K.20: Asks clarifying questions.</p> <p>SED.R.K.21: Identifies positive responses to problems (e.g., get help, try harder, use a different solution).</p> <p>SED.R.K.22: Identifies people, places and other resources to go for help (e.g., parents, relatives, school personnel).</p>

2. Self-Management

a. Understand and practice strategies for managing emotions and behaviors.

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>SED.PD.i.3: Begins to self soothe in simple ways.</p> <p>SED.PD.i.4: Communicates needs for help through vocalizations and gestures.</p>	<p>SED.PD.mi.3: Self soothes in a variety of ways.</p> <p>SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.</p>	<p>SED.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine.</p>	<p>SED.PD.p3.6: Makes personal needs and desires known.</p> <p>SED.PD.p3.7: Begins to demonstrate the ability to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.</p>	<p>SED.PD.p4.5: Expresses preferences in a socially acceptable way most of the time.</p> <p>SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.</p>	<p>SED.R.K.23: Describes and practices sending effective verbal and nonverbal messages.</p> <p>SED.R.K.245: Recognizes behavior choices in response to situations.</p>

b. Reflect on perspectives and emotional responses

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>SED.PD.i.5: Imitates the expression of feelings of those around them.</p>	<p>SED.PD.mi.5: Demonstrates an awareness of others' feelings.</p>	<p>SED.PD.t.7 May respond to peer's distress by doing something to make him/her feel better.</p>	<p>SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.</p>	<p>SED.PD.p4.7: Recognizes and accurately describes own feelings most of the time.</p>	<p>SED.R.K.26: Describes common responses to failures and disappointments.</p>

c. Set, monitor, adapt and evaluate goals to achieve success in social settings.

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate.	Not yet age appropriate.	Not yet age appropriate.	SED.PD.p3.9: Completes own goal-directed activities and recognizes accomplishments while learning rules and values of family and culture.	SED.PD.p4.8: Demonstrates age-appropriate independence in decision-making regarding activities and materials.	<p>SED.R.K.27: Defines success and the process of goal setting.</p> <p>SED.R.K.28: Identifies personal goals and home goals (e.g., dreams, aspirations, hopes).</p> <p>SED.R.K.29: Identifies factors that lead to goal achievement and success (e.g., confidence, motivation, understanding).</p> <p>SED.R.K.30: Identifies specific steps for achieving a particular goal.</p>

D. Social Development

1. Social Awareness

a. Demonstrate awareness of the thoughts, feelings and perspectives of others

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>SED.SD.i.1: Reacts to emotional expressions of others.</p>	<p>SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.</p>	<p>SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.</p> <p>SED.SD.t.2: Responds in caring ways to another's distress in some situations.</p>	<p>SED.SD.p3.1: Expresses concern for the needs of others and people in distress.</p>	<p>SED.SD.p4.1: Responds to needs of others and people in distress in caring ways.</p> <p>SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.</p>	<p>SED.SD.K.1: Identifies a range of emotions in others (e.g., identify "sad" by facial expression; identify "mad" by tone of voice).</p> <p>SED.SD.K.2: Identifies possible causes for emotions (e.g., losing dog may make you "sad," your birthday may make you "happy").</p> <p>SED.SD.K.3: Identifies possible behaviors and anticipate reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).</p>

b. Expresses comfort and joy in human diversity and develops accurate language for differences

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.</p>	<p>SED.SD.mi.2: Identifies similarities and differences in objects and people.</p>	<p>SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.</p> <p>SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.</p>	<p>SED.SD.p3.3: Compares own characteristics with those of others.</p>	<p>SED.SD.p4.3: Recognizes and respects similarities and differences between self and others.</p> <p>SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.</p>	<p>SED.SD.K.5: Describes ways that people are similar and different.</p> <p>SED.SD.K.6: Uses respectful language and actions with conflict or differences of opinion.</p>

2. Interpersonal Skills

a. Demonstrate communication and social skills to interact effectively

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>SED.SD.i.3: Shows interest in other children.</p> <p>SED.SD.i.4: Repeats actions that elicit social responses from others.</p>	<p>SED.SD.mi.3: Briefly engages in simple interaction with another child.</p>	<p>SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.</p>	<p>SED.SD.p3.4: Follows rules and simple 1-2 step directions.</p> <p>SED.SD.p3.5: Begins to display socially competent behavior with peers.</p> <p>SED.SD.p3.6: Begins to participate in conversational turn taking.</p>	<p>SED.SD.p4.5: Displays socially competent behavior with peers.</p> <p>SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said.</p> <p>SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.</p> <p>SED.SD.p4.8: Invites other children to join groups or activities.</p>	<p>SED.SD.K.7: Follows rules that respect classmates' needs and uses polite language (e.g., wait for their turn, stand in line, let classmate finish speaking).</p> <p>SED.SD.K.8: Uses "I" statements.</p> <p>SED.SD.K.9: Pays attention to others when they are speaking.</p> <p>SED.SD.K.10: Understands the importance of respecting personal space.</p> <p>SED.SD.K.11: Recognizes how facial expressions, body language and tone communicate feelings.</p> <p>SED.SD.K.12: Takes turns and practice sharing.</p> <p>SED.SD.K.13: Practices sharing encouraging comments.</p> <p>SED.SD.K.14: Identifies and demonstrate good manners.</p>

b. Develop and maintain positive relationships

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>SED.SD.i.5: Initiates and engages in give and take interactions with familiar adults.</p>	<p>SED.SD.mi.4: Participates in routines and experiences that involve give and take interactions with familiar adults.</p>	<p>SED.SD.t.6: Seeks out trusted adult for comfort or support.</p> <p>SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.</p>	<p>SED.SD.p3.7: Shows interest in having a friend.</p>	<p>SED.SD.p4.9: Develops friendships with one or two preferred peers.</p> <p>SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.</p> <p>SED.SD.p4.11: Adjusts behavior to different settings.</p>	<p>SED.SD.K.15: Recognizes how various relationships in life are different.</p> <p>SED.SD.K.16: Identifies and practice appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).</p>

c. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
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.	SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.  SED.SD.t.9: Seeks adult assistance when encountering a problem.	SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.	SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.  SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	SED.SD.K.17: Identifies conflict.  SED.SD.K.18: Identifies what actions cause conflict.  SED.SD.K.19: Identifies appropriate and inappropriate ways to resolve conflict.



3. Community and Citizenship

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of Kindergarten)
<p>SED.SD.i.6: Shows awareness of self and others.</p> <p>SED.SD.i.7: Demonstrates a beginning awareness of objects in the environment.</p>	<p>SED.SD.mi.6: Prefers familiar adults over strangers.</p> <p>SED.SD.mi.7: Identifies objects as “mine.”</p> <p>SED.SD.mi.8: Demonstrates an understanding that objects and people exist when not in the child’s presence.</p>	<p>SED.SD.t.10: Identifies family members by name.</p> <p>SED.SD.t.11: Begins to share with others and takes turns with adult guidance.</p> <p>SS.t.12: Talks about objects and people in familiar environments.</p>	<p>SED.SD.p3.9: Names family members by relationships.</p> <p>SED.SD.p3.10: Trades or exchanges materials or objects with others.</p> <p>SED.SD.p3.11: Discriminates between “yours” and “mine.”</p> <p>SED.SD.p3.12: Uses words to indicate direction.</p> <p>SED.SD.p3.13: Creates representations of familiar places through various materials.</p> <p>SED.SD.p3.14: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.</p>	<p>SED.SD.p4.14: Identifies leaders at home and school.</p> <p>SED.SD.p4.15: Identifies and correctly uses terms related to location, direction and distance.</p> <p>SED.SD.p4.16: Creates simple “maps” or drawings of familiar places.</p> <p>SED.SD.p4.17: Matches objects to usual locations and identifies features of familiar places.</p> <p>SED.SD.p4.18: Names the city and state where they live.</p> <p>SED.SD.p4.19: Demonstrates an understanding of time in the context of daily experiences.</p>	<p>SS.K.1: Identifies leaders at home and school.</p>

## Communication and Literacy Skill Development

Through exposure to quality literature, children develop early literacy and communication skills in concepts of print, letter knowledge, narrative skills, and oral language. Literacy is the foundation of reading and writing. It is a combination of word recognition and language comprehension, far more than printed words alone. As young children engage in language-rich environments where a variety of materials, activities, and interactions are promoted, their ability to make the mental connection between sounds and letters begins to emerge. Children discover written words are another way to share their thoughts, needs, and ideas.

Dual language learners (DLLs) is a term used to emphasize the fact that young children are developing in their primary language(s) while also learning one or more additional languages. Bilingual deaf education programs that use American Sign Language and English consider their deaf and hard of hearing students to be English language learners whose first language is ASL. Supporting bilingualism from early ages can have wide ranging benefits, from cognitive and social advantages early in life to long term opportunities in the workplace later in life. As such, it is important for early childhood programs to create an environment that supports children and families from all cultures and who speak different languages.

Equity and inclusion in early childhood assures access, participation, and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships, and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

### Key Terms for Communication and Literacy

**Text-** the main body of a written work. For example, books, poetry, fables, and rhymes.

**Blends-** combining a group of consonants together to form sounds. For example, the “tr” in trap or “spl” in splash are both blends.

**Segmenting-** identifying the individual sounds (phonemes) in a word. For example, a child may break the word “sand” into its component sounds – /sss/, /aaa/, /nnn/, and /d/.

**Phoneme-** smallest unit of speech distinguishing one word (or word element) from another, as the element p in “tap,” which separates that word from “tab,” “tag,” and “tan.”

The Kansas Early Learning Standards is a statewide resource and is not designed or intended to be used as part of the process of developmental screening or assessment.

## Communication and Literacy Standards

### A. Speaking and Listening

#### 1. Conversation and Comprehension

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
<p>CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.</p> <p>CL.SL.i.2: Listens to and begins to respond to familiar words</p> <p>CL.SL.i.3: Uses gestures, movements or vocalizations to gain the attention of a familiar person.</p>	<p>CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and one or two words.</p> <p>CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around them.</p> <p>CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs met.</p>	<p>CL.SL.t.1.a: In a conversation with a peer or caregiver, answers simple questions and begins to ask questions using inflection and intonation.</p> <p>CL.SL.t.1b: In a conversation with a peer or caregiver, sustains a conversation with two or more turns.</p> <p>CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions.</p> <p>CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.</p>	<p>CL.SL.p3.1: Participates in conversations with a small group.</p> <p>CL.SL.p3.1a: Begins to follow agreed-upon rules for discussions.</p> <p>CL.SL.p3.1b: Continues a conversation through two or three exchanges.</p> <p>CL.SL.p3.2: Asks and answers Who, What, Where questions.</p>	<p>CL.SL.p4.1: Participates in conversations in increasing group sizes.</p> <p>CL.SL.p4.1a: Follows agreed-upon rules for discussions.</p> <p>CL.SL.p4.1b: Continues a conversation through multiple exchanges, while increasingly staying on topic.</p> <p>CL.SL.p4.2: Asks and answers questions and makes predictions.</p>	<p>SL.K.1: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.</p> <p>SL.K.1a: Follows agreed-upon rules for discussions.</p> <p>SL.K.1b: Extends a conversation through multiple exchanges.</p> <p>SL.K.2: Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood.</p> <p>SL.K.3: Asks and answers questions in order to seek help, get information or clarify something that is not understood.</p>

2. Expressive Language

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
<p>CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs.</p> <p>CL.SL.i.5: Uses differing cries to signal various needs.</p> <p>CL.SL.i.6: Uses some consonant vowel (CV) combinations.</p>	<p>CL.SL.mi.4: Demonstrates an understanding of a few simple concepts.</p> <p>CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what the child says.</p>	<p>CL.SL.t.4: Uses words to label actions.</p> <p>CL.SL.t.5: Uses language to express wants and needs, likes and dislikes.</p> <p>CL.SL.t.6: Speaks so that familiar listeners can understand ideas, feelings and needs.</p>	<p>CL.SL.p3.3: Begins to describe familiar people, places, things and events with support.</p> <p>CL.SL.p3.4: Begins to describe objects and actions depicted in pictures.</p> <p>CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.</p>	<p>CL.SL.p4.3: Able to describe familiar people, places, things and events with support.</p> <p>CL.SL.p4.4: Able to tell another person about what they have drawn.</p> <p>CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.</p>	<p>SL.K.4 Use details to describe familiar people, places, things or events with prompting and support.</p> <p>SL.K.5 Add drawings or other visual displays to supply additional detail to descriptions</p> <p>SL.K.6 Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly.</p>

Language

1. Conventions of Language<sup>2</sup>

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
Not yet age appropriate.	Not yet age appropriate.	<p><del>Not yet age appropriate.</del></p> <p>Begins to use frequently occurring</p>	CL.LS.p3.1: Demonstrates an emerging understanding of the conventions of	CL.LS.p4.1: Demonstrates an emerging command of the conventions of grammar and usage when writing or speaking.	SL.K.7 Demonstrate command of the conventions of standards English grammar and usage when speaking.

		<p>nouns and verbs when speaking.</p> <p>Begins to combine words.</p>	<p>grammar and usage when writing or speaking.</p> <p>CL.LS.p3.1a: Begins to make letter-like forms and print some letters.</p> <p>CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.</p> <p>CL.LS.p3.1c: Begins to form regular plural nouns orally by adding /s/ or /es/.</p> <p>CL.LS.p3.1d: Understands and uses some question words.</p> <p>CL.LS.p3.1e: Uses some prepositions.</p> <p>CL.LS.p3.1f: Communicates using at least 3–4-word sentences.</p> <p>CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter-like forms or a series of random letters.</p>	<p>CL.LS.p4.1a: Prints some upper and lower-case letters.</p> <p>CL.LS.p4.1b: Uses basic nouns and verbs.</p> <p>CL.LS.p4.1c: Begins to form regular plural nouns orally by correctly adding /s/ or /es/ on a more frequent basis.</p> <p>CL.LS.p4.1d: Understands and uses most question words.</p> <p>CL.LS.p4.1e: Uses an increasing amount of frequently occurring prepositions.</p> <p>CL.LS.p4.1f: Produces complete sentences in shared language activities.</p> <p>CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually writing from left to right. (May reverse some letters.)</p>	<p>SL.K.7.a Use frequently occurring nouns and verbs in speech.</p> <p>SL.K.7.b Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>SL.K.7.c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>SL.K.7.d Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>SL.K.7.e Produce and expand complete sentences in shared language activities.</p> <p>SL.K.8 Use words and phrases acquired through conversations, reading, and read alouds.</p>
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## 2. Vocabulary Acquisition and Use

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
<p>CL.LS.i.1: Recognizes the names of familiar people and objects.</p>	<p>CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around them.</p>	<p>CL.LS.t.1: Shows an understanding of requests and statements referring to familiar people and objects.</p>	<p>CL.LS.p3.3: Provides a label when given a “child-friendly” definition of a familiar word.</p> <p>CL.LS.p3.4a: Begins to demonstrate an understanding of some frequently occurring verbs and adjectives to name opposites.</p> <p>CL.LS.p3.4b: Distinguishes among a few verbs describing the same general action.</p> <p>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.</p>	<p>CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult</p> <p>CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites.</p> <p>CL.LS.p4.4b: Distinguishes among some verbs describing the same general action by acting out the meanings.</p> <p>CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>RL.K.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.</p> <p>RL.K.11.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).</p> <p>RL.K.11.b Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>RL.K.12 With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension.</p> <p>RL.K.12.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>RL.K.12.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>RL.K.12.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>RL.K.12.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>

C. Literature

1. Identifying and finding meaning, details and ideas from literature.

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
<p>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>	<p>CL.L.mi.1: Responds to a verbal prompt by pointing to a requested picture.</p>	<p>CL.L.t.1: With prompting and support, asks and answers simple questions about a book or story's content using pictures. CL.L.t.2: Retells some events from a familiar book or story with close adult prompting.</p>	<p>CL.L.p3.1: With prompting and support, asks and answers simple questions about the book or story's content. CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a book or story.</p>	<p>CL.L.p4.1: With prompting and support, asks and answers questions about key details in a book or story. CL.L.p4.2: With prompting and support, retells books or stories with increasing detail and accuracy.  CL.L.p4.3: With prompting and support, identifies characters, settings and major events or facts from a book or story.</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text..  RI.K.2 With prompting and support, identify the main topic and retell key details of a text.  RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p>

## 2. Structure and Format

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
CL.L.i.2: Shows interest in books, pictures, songs and rhyming.	CL.L.mi.3: Attends to reading books, telling stories and singing.	<p>CL.L.t.2: Actively participates in book reading, storytelling, and singing.</p> <p>CL.L.t.4 Identifies the front cover of a book to orient the book correctly for reading.</p>	<p>CL.L.p3.3: Exhibits curiosity and interest in learning new words.</p> <p>CL.L.p3.4: Interacts with a variety of books.</p> <p>CL.L.p3.5: Understands that books have both illustrations and print.</p> <p>CL.L.p3.6: Identifies the front and back cover of a book.</p>	<p>CL.L.p4.4: Asks and answers questions about unknown words in a book.</p> <p>CL.L.p4.5: Interact with a larger variety of books and text.</p> <p>CL.L.p4.6: With prompting and support, describes the role of an author and an illustrator.</p>	<p>RL.K.4: Asks and answers questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>



3. Integration of Knowledge and Ideas

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
<p>CL.L.i.3: Shows interest in photographs of familiar people/objects</p>	<p>CL.L.mi.3: Points to familiar pictures in a book.</p> <p>CL.L.mi.4: Names familiar people/objects in photographs.</p>	<p>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.</p> <p>CL.L.t.6: Relates characteristics or actions of the characters in a story to self.</p> <p>CL.L.t.7: Draws meaning from pictures, print and text.</p>	<p>CL.L.p3.7: With prompting and support, makes connections between self, illustrations and the story when talking through the pictures of a book.</p> <p>CL.L.p3.8: With prompting and support compares and contrasts the adventures and experiences of the characters to self.</p>	<p>CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.</p> <p>CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>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.</p>	<p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p>

4. Range of Reading and Level of Text Complexity

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
CL.L.i.4: Listens briefly to stories being read by an adult.	CL.L.mi.5: Listens to books and stories being read by an adult.	CL.L.t.8 : Engages in reading activities with an adult and one or two peers.	CL.L.p3.9: Actively engages in small group reading activities with purpose and understanding.	CL.L.p4.10: Actively engages in large and small group reading activities with purpose and understanding.	RI.K.13 Actively engage in individual or group readings of informational text with purpose and understanding.

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D. Foundational Skills

1. Print Concepts

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
<p>CL.F.i.1: Explores books by touching, patting and mouthing.</p>	<p>CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front).</p>	<p>CL.F.t.1 : Holds a book right side up to look at pictures.</p> <p>CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning.</p>	<p>CL.F.p3.1: Shows an understanding that print conveys meaning.</p> <p>CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).</p> <p>CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).</p> <p>CL.F.p3.1c: Recognizes letters in their name.</p>	<p>CL.F.p4.1: Begins to demonstrate understanding of the organization and basic features of print.</p> <p>CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.</p> <p>CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letters.</p> <p>CL.F.p4.1c: Recognizes that letters are grouped to form words.</p> <p>CL.F.p4.1d: Recognizes and names some upper- and lowercase letters, in addition to those in first name</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.a Follow words from left to right, top to bottom and page by page.</p> <p>RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters</p> <p>RF.K.1.c Understand that words are separated by spaces in print and can point with one- to-one correspondence.</p> <p>RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.</p>

## 2. Phonological Awareness

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
<p>CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds.</p> <p>CL.F.i.3 Recognizes sounds that pertain to their native language.</p>	<p>CL.F.mi.2: Shows a varied response to sounds in the environment.</p> <p>CL.F.mi.3: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them.</p>	<p>CL.F.t.3: Differentiates between sounds that are the same and different.</p> <p>CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.</p>	<p>CL.F.p3.2: Plays with the sounds of language.</p> <p>CL.F.p3.2b: Distinguishes whether two words rhyme or not.</p> <p>CL.F.p3.2c: Blends compound words and syllables in spoken words.</p> <p>CL.F.p3.2d: Identifies two words that start with the same sound.</p> <p>CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.</p>	<p>CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds.</p> <p>CL.F.p4.2a: Recognizes and produces rhyming words.</p> <p>CL.F.p4.2b: Blends and segments syllables in spoken words.</p> <p>CL.F.p4.2c: With prompting and support, blends and segments initial and ending sounds of single syllable words.</p> <p>CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words.</p> <p>CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.</p>	<p>RF.K.2 Demonstrate understanding of phonemes (sounds).</p> <p>RF.K.2.a Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness)</p> <p>RF.K.2.b Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) ) in threephoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness)</p> <p>RF.K.2.c Count, produce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.d Blend and segment onsets and rimes (word families) of single-syllable spoken words.</p>

### 3. Fluency

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
Not yet age appropriate.	CL.F.mi.4: Begins to vocalize as if reading when looking at a book.	CL.F.t.5: Imitates reading in play.	CL.F.p3.4a: Begins to identify own name in print.	CL.F.p4.4a: Identifies own name in print.  CL.F.p4.4b: Recognizes and “reads” familiar words or environmental print.	RF.K.4 Read decodable texts that support instruction.

### E. Writing

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten: (by the end of Ktgn)
CL.W.i.1: Shows ability to transfer and manipulate an object with hands.  CL.W.i.2: Grasps objects using the entire hand.	CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).  CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.	CL.W.t.1: Uses thumb and fingers of one hand to hold writing tools.  CL.W.t.2: Begins to use drawing to represent objects and ideas.	CL.W.p3.1: Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas.  CL.W.p3.2: Uses consistent marks to represent their name when writing.  CL.W.p3.3: With guidance and support, imitates shapes and strokes.	CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.  CL.W.p4.2: Recognizably writes most of the letters in their name.  CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	W.K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.  W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they

			<p>CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas.</p> <p>CL.W.p3.5: Participates in shared writing projects.</p> <p>CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.</p>	<p>CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing.</p> <p>CL.W.p4.5: Participates in shared research and writing projects.</p> <p>CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.</p>	<p>name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite</p>
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					<p>author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.K.10 Demonstrate command of the conventions of standards English grammar and usage when writing.</p> <p>W.K.10.a Correctly form upper and lowercase letters with line awareness.</p> <p>W.K.10.b Use frequently occurring nouns and verbs in writing.</p> <p>W.K.10.c Understand and use question words.</p> <p>W.K.10.d Use the most frequently occurring prepositions in written work.</p>
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					<p>W.K.10.e Produce and expand complete sentences in shared language activities.</p> <p>W.K.11 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>W.K.11.a Capitalize the first word in a sentence and the pronoun I.</p> <p>W.K.11.b Recognize and name end punctuation.</p> <p>W.K.11.c Write a letter or letters for most consonant and short vowel sounds.</p> <p>W.K.11.d Spell simple words phonetically, drawing on knowledge of letter-sound relationships.</p>
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## Mathematical Knowledge

Early in life, young children spontaneously explore and naturally use mathematics in their environments. Children begin to learn essential math skills through play. They compare, notice similarities and differences, and group toys and materials. This ability to organize information into categories, quantify data and solve problems helps children learn about time, space and numbers. Over time, they develop the vocabulary and skills to:

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

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

- “He has more than I do!”
- “That won’t fit in there. It’s too big.”
- “I can’t move it. It’s too heavy.”

By taking advantage of moments when children are naturally using math and by carefully planning a variety of experiences with mathematical ideas in mind, adults can cultivate and extend children’s natural interest in math. Positive experiences where children use mathematics to solve problems help children to develop curiosity, imagination, flexibility, inventiveness and persistence which all combine to contribute to their future success in and out of school.

Equity and inclusion in early childhood assures access, participation, and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships, and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

### Mathematical Knowledge Key Terms

- **Attributes:** The traits or properties of a shape or an object.
- **Cardinality:** Understands that the last number name identifies the quantity of objects counted.
- **Subitizing:** The ability to see how many items are in a group without counting
- **Algebraic thinking:** patterns and measurements
- **Sequencing-** listing numbers or objects in a special order.
- **Rote counting-** When a child can remember and recite numbers in the correct order
- **Rational Counting:** Assign a number with the object one is counting; Matching number names to individual items to determine how many are in a set

- **Positional Words:** Words and phrases that describe the position of people or objects. Examples would be the words 'in', 'under', and 'over', or the phrases 'on top of', or 'next to'

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## Mathematical Knowledge Standards

### A. Counting and Cardinality

#### 1. Know number names and counting sequence

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate.	M.CC.mi.1: Names some number words but not in sequence.	M.CC.t.1: Verbally counts in sequence to 3.	M.CC.p3.1: Counts in sequence to 10.  M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.	M.CC.p4.1: Counts in sequence to 20. M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).  M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	M.CC.K.1: Counts to 100 by ones and by tens.  M.CC.K.2: Counts forward beginning from a given number within the known sequence (instead of having to begin at 1).  M.CC.K.3: Writes numbers from 0 to 20.

2. Count to identify the number of objects

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate.	M.CC.mi.2: Attends to quantities when interacting with objects.	<p>M.CC.t.2: Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much).</p> <p>M.CC.t.3: Shows understanding of one-to-one correspondence.</p>	<p>M.CC.p3.3: Uses one-to-one correspondence during play situations.</p> <p>M.CC.p3.4: Initiates counting without prompting.</p> <p>M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects.</p>	<p>M.CC.p4.4: Understand that numbers represent quantities (cardinality).</p> <p>M.CC.p4.4a: Uses one-to-one correspondence when counting objects, saying the number names in the standard order pairing with each object</p> <p>M.CC.p4.4b1: Understands that the last number name identifies the quantity of objects counted (cardinality).</p> <p>M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.</p> <p>M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.</p>	<p>M.CC.K.1: Understands the relationship between numbers and quantities; connect counting to cardinality.</p> <p>M.CC.K.1a: When counting objects, says the number names in sequential order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>M.CC.K.1b: Understands that the last number name said tells the number of objects counted. Understands that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>M.CC.K.1c: Understands that each successive number name refers to a quantity that is one larger.</p> <p>M.CC.K.2: Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects.</p>

### 3. Compare Numbers

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>M.CC.i.1: Holds an object in each hand.</p>	<p>M.CC.mi.3: Places objects using one to one correspondence but does not fully understand this creates equal groups.</p>	<p>M.CC.t.4: Demonstrates an understanding that one collection has more than another when the collections are quite different in size (e.g., one collection is at least twice the other).</p>	<p>M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.</p> <p>M.CC.p3.7: When shown a collection of up to 3 items, creates another collection of equal amounts.</p>	<p>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.</p> <p>M.CC.p4.7: Subitizes to 5.</p> <p>M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals.</p>	<p>M.CC.K.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 (e.g., by using matching and counting strategies).</p> <p>M.CC.K.2: Compares two numbers between 1 and 10 presented as written numerals.</p> <p>M.CC.K.7 Compares two numbers between 1 and 10 presented as written numerals.</p>

## B. Operations and Algebraic Thinking

### 1. Understand addition as putting together and subtraction as taking from

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate.	Not yet age appropriate.	<p>M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group.</p> <p>M.OA.t.2: Copies and anticipates a repeating pattern.</p>	<p>M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations.</p> <p>M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.</p>	<p>M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations.</p> <p>M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.</p> <p>M.OA.p4.3: Identifies patterns in the real world and in numbers.</p>	<p>M.OA.K.1: Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.</p> <p>M.OA.K.2: Solves addition and subtraction word problems and adds and subtracts within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>M.OA.K.3: Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>M.OA.K.4: For any number from 1 to 9, finds the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation.</p> <p>M.OA.K.5: Fluently adds and subtracts within 5.</p>

C. Measurement and Data

1. Describe and compare measurable attributes

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>M.MD.i.1: Explores properties of objects.</p>	<p>M.MD.mi.1: Shows awareness of the size of objects where the size difference is great.</p>	<p>M.MD.t.1: Starts to use words to describe measurable attributes.</p>	<p>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.</p>	<p>M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).</p> <p>M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of”/ “less of” the attribute.</p>	<p>M.MD.K.1: Describes measurable attributes of objects (e.g., length or weight). Describes several measurable attributes of a single object.</p> <p>M.MD.K.2: Directly compares two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute and describes the difference (e.g., directly compare the heights of two children and describe one child as taller/ shorter).</p>

2. Classify objects and count the number of objects in each category

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate.	M.MD.mi.2 Matches two objects that are the same and selects similar items from a group.	M.MD.t.2: Groups two or more objects by one attribute.  M.MD.t.3: Names groups of 1-2 items (precursor to subitizing).	M.MD.p3.2: Sorts objects into two or more groups by their properties or uses.	M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.  M.MD.p4.4: Collects data by categories to answer simple questions.	M.MD.K.3: Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count.



D. Geometry

1. Identify and Describe Shapes

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>M.G.i.1: Focuses attention on size, color, and shape of objects in the environment.</p>	<p>M.G.mi.1: Explores geometric shapes through manipulating objects.</p>	<p>(Circles, squares, typical triangles)</p> <p>M.G.t.1: Matches basic shapes with different orientations and sizes.</p> <p>M.G.t.12 Demonstrates an understanding of simple location/ position words.</p>	<p>(Squares, circles, triangles, rectangles)</p> <p>M.G.p3.1: Correctly names shapes regardless of their orientations or overall size.</p> <p>M.G.p3.2: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects.</p>	<p>(Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)</p> <p>M.G.p4.1: Correctly name shapes regardless of their orientations or overall size.</p> <p>M.G.p4.2: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms.</p>	<p>(Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)</p> <p>M.G.K.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).</p> <p>M.G.K.2: Correctly names shapes regardless of their orientations or overall size.</p> <p>M.G.K.3: Identifies shapes as two dimensional (lying in a plane, “flat”) or three-dimensional (solid”).</p>

2. Analyze, compare, create, and compose shapes

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.</p>	<p>M.G.mi.2: Uses trial and error strategies to fit objects together.</p>	<p>M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.</p>	<p>M.G.p3.3: Analyzes and compares shapes of different sizes and orientations and describes similarities, differences, parts, and other attributes.</p> <p>M.G.p3.4: Plays with and manipulates shapes.</p>	<p>M.G.p4.3: Analyzes and compares two- and three-dimensional shapes of different sizes and orientations, and describes similarities, differences, parts, and other attributes.</p> <p>M.G.p4.4: Creates shapes during play by building, drawing, etc.</p> <p>M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.</p>	<p>M.G.K.4: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).</p> <p>M.G.K.5: Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>M.G.K.6: Composes simple shapes to form larger shapes (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).</p>

## Science

Children are natural scientists. They possess an intrinsic desire to explore the world around them, and science feeds the curiosity and engagement of children. Through scientific explorations, children learn to record and document their observations of changes, identify patterns, and discuss relationships to help build understanding. Science engages children’s senses and encourages children to ask questions, investigate and develop new ways of thinking. By participating in varied and consistent opportunities to observe, manipulate, test, reflect, and respond to open-ended questions, children have an opportunity develop knowledge about their environment and learn important scientific skills to foster the ongoing development of problem-solving abilities. Adults can help children grow into curious and confident scientists through intentional teaching.

Equity and inclusion in early childhood assures access, participation, and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships, and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

### Science Key Terms

**Simple Machines-** any of several devices with few or no moving parts that are used to modify motion and the magnitude of a force to perform work. Simple machines include screw, inclined plane, wedge, lever, wheel and axle, and pulley.

**Habitat-** a place where an organism makes its home.

**Organism-** an individual animal, plant or single-celled life form.

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## Science Standards

### A. Scientific Inquiry

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>S.i.5: Uses senses to investigate their environment by mouthing, touching, shaking, or dropping.</p>	<p>S.mi.5: Acts intentionally to achieve a goal or when manipulating an object.</p>	<p>S.t.9: Uses five senses to observe objects, materials, organisms, and events.</p>	<p>S.p3.9: Observes and experiments with how things work, seeks information from others.</p> <p>S.p3.10: Provides simple verbal or signed descriptions.</p> <p>S.p4.11: Begins to look for answers through active investigation.</p>	<p>S.p4.13: Makes increasingly complex observations of objects, materials, organisms, and events.</p> <p>S.p4.14: Provides greater detail in descriptions.</p> <p>S.p4.15: Asks questions, predicts, experiments, draws conclusions, and explains results.</p>	

B. Movement and Simple Machines

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>S.i.1: Occasionally uses simple problem-solving to reach objects.</p> <p>S.i.2: Repeats behaviors to figure out cause and effect.</p>	<p>S.mi.1: Purposefully initiates actions on objects to make things happen.</p> <p>S.mi.2: Notices objects in motion and acts on that object to replicate the motion.</p>	<p>S.t.1: Demonstrates an understanding of basic cause and effect.</p> <p>S.t.2: Acts upon objects to see any novel movement their action causes.</p>	<p>S.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.</p>	<p>S.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 like ramps, gears, pendulums and other simple machines.</p> <p>S.p4.2: Recognizes and describes the effect of his/her own actions on objects.</p>	<p>K-PS2-1: Plans and conducts an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>K-PS3-C: Understands the relationship between energy and forces (e.g., a bigger push or pull makes things go faster).</p> <p>K- PS2-2: Analyzes data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull.</p> <p>K-PS2-A: Forces and Motion: understands that pushes and pulls can have different strengths and directions.</p> <p>K-PS2-B: Types of Interactions: Understands that when objects touch or collide, they push one another and can change motion.</p>

B. Living Things

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
S.i.3: Shows interest in animals and living things.	S.mi.3: Shows interest in and engages with living things.	S.t.3: Names familiar objects, animals, body parts.  S.t.4: Begins to identify traits of living things such as the need for food and water to survive.	S.p3.2: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.  S.p3.3: Understands that living things need water and food	S.p4.3: Asks /answers questions about objects, organisms and events in their environments.  S.p4.4: Understands plants and animals need air, food and water.	K-LS1-1: Uses observations to describe patterns of what plants and animals (including humans) need to survive.  K-LS1-C: Organization for Matter and Energy Flow in Organisms- Understands that all animals need food in order to live and grow and that they obtain their food from plants or from other animals. Understands that plants need water and light to live and grow.

C. Environment and Climate

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
Not yet age appropriate	Not yet age appropriate	S.t.6: Beginning to identify basic weather occurrences.	S.p3.5: Makes simple observations of the weather.	S.p4.5: Observes and discusses changes in weather and seasons using common weather-related vocabulary.	K-ESS2-1: Uses and share observations of local weather conditions to describe patterns over time.  K-ESS2-D: Weather and Climate: Understands that weather is the

			<p>S.p4.6: Observes and explains how plants and animals respond to changes in the environment and in seasons.</p> <p>S.p4.7: Understands how actions people take may change the environment and the impact actions have on the environment.</p> <p>S.p4.8: Demonstrates an understanding that the sun provides light and warmth.</p> <p>S.p4.9: Demonstrates an understanding that different weather conditions require different clothing or accessories.</p>	<p>combination of sunlight, wind, snow or rain and temperature in a particular region at a particular time. Understands that people measure these conditions to describe and record the weather and to notice patterns over time.</p> <p>K-ESS3-2: Asks questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.</p> <p>K-ESS3-B: Natural Hazards: Understands that some kinds of severe weather are more likely than others in a given region. Understands that weather scientists forecast severe weather so that the communities can prepare for and respond to these events</p> <p>K- PS3-1: Makes observations to determine the effect of sunlight on Earth’s surface.</p> <p>K-PS3-2: Uses tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p> <p>K-PS3-3-B: Conservations of Energy and Energy Transfer: Understands that sunlight warms the Earth’s surface.</p>
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D. Habitats and Human Impact

Young Infant (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
S.i.4: Observes animals in their natural habitat	S.mi.4: Begins to observe and place animals in categories (farm, zoo, etc.)	<p>S.t.7: Demonstrates an understanding that people and animals can live in different places.</p> <p>S.t.8: Enacts animals' activities in pretend play.</p>	<p>S.p3.6: Comments on an animal's appearance, behavior or habitat.</p> <p>S.p3.7: Acquires and uses basic vocabulary for plants, animals and humans.</p> <p>S.p3.8: With adult direction, participates in activities to preserve the environment.</p>	<p>S.p4.10: Demonstrates an understanding that living things exist in different habitats.</p> <p>S.p4.11: Demonstrates ways in which the environment provides natural resources that are needed by people.</p> <p>S.p4.12: Recognize actions impact the environment.</p>	<p>K-ESS3-1: Uses a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3-A: Natural Resources: Understands that living things need water, air and resources from the land and they live in places that have the things they need; understand that humans use natural resources for everything they do.</p> <p>K-ESS3-3: Communicates solutions that will reduce the impact of humans on the land, water, air and/ or other living things in the local environment.</p> <p>K-ESS3-C: Human Impacts on Earth Systems: Understands things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.</p> <p>K-ESS2-1: Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>K-ESS2.E: Biogeology: Understands that plants and animals can change their environment.</p> <p>K-ESS3-C: Human Impacts on Earth Systems: Understands things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.</p>



## Creative Arts

Creativity through the arts can and should be woven throughout all areas of a young child's learning opportunities. As children develop, they experience their world through play, learning to respond thoughtfully and sensitively to their environment. For children, creative play allows them to interpret their real and imagined worlds within a safe environment; to express curiosity, feelings and understandings; and to discover and appreciate aspects of culture and heritage. Play through the Creative Arts provides children with the opportunities for high-level learning that supports and enhances learning across all domains.

The arts are open-ended, imaginative activities that encourage the exploration of their environment. By focusing on the creative process in artistic play rather than the product, children can build confidence, strengthen independence, and develop problem-solving skills.

Equity and inclusion in early childhood assures access, participation, and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships, and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.

### Creative Arts Key Terms

**Cross Lateral Movement-** motion that requires coordinating movement on both sides of the body, for example, when a child crawls, or touching your right elbow to your left knee.

**Axial Movement-** movement anchored to one spot by a body part, for example, when you raise your arm, bend your knees, or turn your head.

**Locomotor Movement-** movement where the body travels through space from one location to another, for example, walking, running, jumping, hopping, crawling, marching, climbing, galloping, etc.

The Kansas Early Learning Standards is a statewide resource and are not designed or intended to be used as part of the process of developmental screening or assessment.

## Creative Arts Standards

### A. Dance

Young Infants (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>CA.i.2a: Responds to sounds, visual images and motions.</p> <p>CA.i.4a: Moves body when happy and excited.</p>	<p>CA.mi.2b: Responds to Familiar movement that has a beat or rhythm.</p> <p>CA.mi.3a: Starts and stops with music cues with adult guidance.</p> <p>CA.mi.3b: Explores bending, stretching, small and big.</p> <p>CA.mi.4a: Controls some body movements.</p> <p>CA.mi.4b: Demonstrates following simple directions</p>	<p>CA.t.2c: Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body in response to music.</p> <p>CA.t.3a: Stops and starts with music cues.</p> <p>CA.t.3b: Improvises movement to fast and slow music.</p> <p>CA.t.2a: Stops and starts with music cues.</p> <p>CA.t.2b: Improvises movement to fast and slow music.</p>	<p>CA.p3.1a: Explores moving all body parts in isolation.</p> <p>CA.p3.1b: Explores cross lateral movements.</p> <p>CA.p3.2a: Moves one body part in response to a simple rhythm pattern.</p> <p>CA.p3.2b: Demonstrates the difference between still and moving.</p> <p>CA.p3.2c: Moves over, under and around objects.</p> <p>CA.p3.3a: Creates high, medium and low shapes.</p>	<p>CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.</p> <p>CA.p4.1b: Skips, slides, leaps.</p> <p>CA.p4.2a: Dances to music with varying tempos.</p> <p>CA.p4.2b: Creates simple rhythm patterns and is able to repeat them.</p> <p>CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve.</p> <p>CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing,</p>	<p><b>DA:Pr4.1.K Physical</b></p> <p>a. Makes still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.</p> <p>b. Demonstrates tempo contrasts with movements that match to tempo of sound stimuli.</p> <p>c. Identifies and applies different characteristics to movements (for example, slow, smooth, or wavy).</p>

			<p>CA.p3.3b: Explores and creates patterns.</p> <p>CA.p3.3c: Combines axial and locomotor movements together</p> <p>CA.p3.4a: Listens to musical cues and teacher instruction.</p> <p>CA.p3.4b: Dances with purpose attentive to music and instruction.</p>	<p>point, burst, float, droop, carve, creep, open and close).</p> <p>CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas.</p> <p>CA.p4.4a: Demonstrates the ability to listen and carry out instruction.</p> <p>CA.p4.4b: Demonstrates the ability to create movement and discovery and maintain spatial awareness.</p>	<p><b>DA:Pr5.1.K: Physical</b></p> <p>a. Demonstrates same-side and crossbody locomotor and nonlocomotor movements, body patterning movements, and body shapes.</p> <p>b. Moves safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.</p> <p>c. Moves body parts in relation to other body parts and repeat and recall movements upon request</p> <p><b>DA:Pr6.1.K: Physical</b></p> <p>a. Dances for and with others in a designated space.</p> <p>b. Selects a prop to use as part of a dance</p>
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B. Music

Young Infants (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>CA.i.5a: Attends to sounds through music exposure.</p> <p>CA.i.5b: Begins to make vocal sounds.</p> <p>CA.i.6a: Moves body to music.</p> <p>CA.i.8a: Attends to music and rhythm patterns through music exposure.</p>	<p>CA.mi.5a: Responds physically to various rhythmic patterns in sound.</p> <p>CA.mi.5b: Vocalizes in response to rhythm.</p> <p>CA.mi.6a: Identifies sources of sounds (i.e., dog, cat, car, etc.).</p> <p>CA.mi.6b: Moves to music-rhythm.</p> <p>CA.mi.7a: Chooses from variety of objects (instruments/toys).</p> <p>CA.mi.7b: Explores bringing objects together to make sounds.</p> <p>CA.mi.8a: Follows and tracks various types of music through movement, facial expressions, verbalizations</p>	<p>CA.t.5a: Begins to verbalize words to simple songs.</p> <p>CA.t.6a: Responds to tempos presented in a variety of ways (physically, verbally, with instruments).</p> <p>CA.t.7a: Follows simple rhythmic patterns with musical instruments.</p>	<p>CA.p3.5a: Repeats sound and rhythm patterns.</p> <p>CA.p3.5b: Sings familiar simple songs.</p> <p>CA.p3.7a: Repeats song patterns and rhythmic movements to music.</p> <p>CA.p3.8a: Demonstrates understanding of concepts using vocal and physical movement and instruments, e.g., <u>soft/loud</u>, high/low, fast/slow.</p>	<p>CA.p4.5a: Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).</p> <p>CA.p4.6a: Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip).</p> <p>CA.p4.7a: Creates own songs and movements, including musical instruments.</p>	<p><b>Pr.1.K: Physical</b> With guidance, demonstrates and states personal interest in varied musical selections.</p> <p><b>Pr.2.K Physical</b> With guidance, explores and demonstrates awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p><b>Pr.3.K: Physical</b> With guidance, demonstrates an awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the</p>

					<p>creators' expressive intent.</p> <p><b>Pr.4.K.a: Physical</b></p> <p>With guidance, applies personal, teacher, and peer feedback to refine performances.</p> <p><b>Pr.4.2.K.b Physical</b></p> <p>With guidance, uses suggested strategies in rehearsal to improve the expressive qualities of music.</p> <p><b>Pr.5.K.a:Physical</b></p> <p>With guidance, performs music with expression.</p> <p><b>Pr.5.K.b: Physical</b></p> <p>Performs appropriately for the audience.</p>
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C. Dramatic Play

Young Infants (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>CA.i.10a: Responds to voices.</p> <p>CA.i.10b: Repeats sounds vocally and physically.</p> <p>CA.i.10c: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.</p>	<p>CA.mi.10a: Enjoys listening to stories, songs.</p> <p>CA.mi.10b: Understands and responds to pictures in books that create a story.</p> <p>CA.mi.10c: Initiates and playfully interacts with familiar people.</p> <p>CA.mi.11b: Demonstrates simple character/animal sounds with motions.</p> <p>CA.mi.12a: Responds to favorite songs, stories, etc. by repeating repetitive phrases of stories at appropriate times or anticipating and verbalizing action of story and responds playfully with props</p>	<p>CA.t.10a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).</p> <p>CA.t.10b: Recreates the plot of familiar stories or movies.</p> <p>CA.t.11b: Moves inanimate objects (e.g., toy characters) in a play situation.</p> <p>CA.t.11.d: Shows enjoyment in wearing costumes to pretend to be other than self.</p>	<p>CA.p3.9a: Retells nursery rhymes and sings simple songs.</p> <p>CA.p3.10b: Begins to differentiate between real and pretend.</p> <p>CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together.</p> <p>CA.p3.10d: Begins to change voice, emotion, and body in play situations.</p> <p>CA.p3.11a: Follows simple instructions to recreate story and dramatic movement.</p> <p>CA.p3.11b: Uses costumes to become a character in everyday environment.</p> <p>CA.p3.11c: Uses props/objects in creative ways to promote and create a story.</p>	<p>CA.p4.9a: Takes a role in acting out a story.</p> <p>CA.p4.9b: Creates dialogue specific to a type of character.</p> <p>CA.p4.10a: Anticipates story plot and structure of story.</p> <p>CA.p4.10c: Participates with others in listening and responding in dramatic role.</p> <p>CA.p4.10d: Acts out feelings with body and voice in dramatic play situations.</p> <p>CA.p4.11a: Creates a story and assigns roles for self and others.</p> <p>CA.p4.11b: Repeats dialogue and movement to tell a story.</p> <p>CA.p4.11e: Creates and executes complicated plot with conflict and resolution.</p> <p>CA.p4.12c: Creates unique characters using imagination.</p>	

D. Visual Arts

Young Infants (by 8 mo.)	Mobile Infant (by 18 mo.)	Toddler (by 36 mo.)	Pre 3 (by 48 mo.)	Pre 4 (by 60 mo.)	Kindergarten (by the end of ktgn.)
<p>CA.i.13a: Begins to respond to visual elements present in the environment (light, color, patterns, etc.).</p> <p>CA.i.14a: Explores and responds to various textures and sensory materials - fabric, water, sand, etc.</p>	<p>CA.mi.13a: Scribbles with a crayon.</p> <p>CA.mi.14a: Examines details of pictures, photographs, and illustrations.</p> <p>CA.mi.15a: Explores sensory materials (e.g., non-toxic paint, finger paint, paper, playdough, sand, etc.).</p> <p>CA.mi.16a: Repeats actions, sounds, activities, etc.</p>	<p>CA.t.13a: Grips paint brush, crayons, pipette, spray bottle, etc.</p> <p>CA.t.13b: Makes random and disordered scribbles.</p> <p>CA.t.14a: Explores a variety of art media (e.g., painting, gluing, printing, fingerpainting, clay, etc.).</p> <p>CA.t.15a: Explores and manipulates sensory materials.</p> <p>CA.t.15b: Demonstrates self-expression with art materials.</p>	<p>CA.p3.13a: Begins to use scissors.</p> <p>CA.p3.13b: Creates visual art with various materials; begins to use color, lines, and shapes to communicate meaning.</p> <p>CA.p3.14b: Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake)</p> <p>CA.p3.15a: Creates work that requires some planning -.</p> <p>CA.p3.15b: Works independently to create art.</p> <p>CA.p3.16a: Mixes colors to create a new color.</p> <p>CA.p3.16b: Identifies shapes in art.</p>	<p>CA.p4.13a: Uses a variety of materials and tools to create art.</p> <p>CA.p4.14c: Begins to create drawings that are better defined, more detailed and more realistic.</p> <p>CA.p4.16a: Demonstrates understanding of art vocabulary and concepts.</p> <p>CA.p4.16b: Discusses own artistic creations and those of others.</p>	<p><b>Kindergarten</b> <b>Pr4.1.K: Presenting</b> Selects art objects for personal portfolio and display, explains why they were chosen.</p> <p><b>Kindergarten</b> <b>Pr5.1.K: Presenting</b> Explains the purpose of a portfolio or collection.</p> <p><b>Kindergarten</b> <b>Pr.6.1.K: Presenting</b> Explains what an art museum is and <u>distinguishes</u> how an art museum is different from other buildings.</p>