

Kansas Early Learning Standards Update Crosswalk

	<u>2014</u>	<u>2024</u>
	Approaches to Learning	
	<i>Engagement and Attention</i>	<i>Engagement and Attention</i>
Young Infant	<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.PEL.i.1: Demonstrates awareness of happenings and surroundings.</p> <p>ATL.PEL.i.2: Controls caregiver’s attention by babbling, looking at face, smiling or at times looking away to disengage.</p> <p>ATL.PEL.i.3: Shows interest in other children.</p>
Mobile Infant	<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.PEL.mi.1: Focuses on an activity but is easily distracted.</p> <p>ATL.PEL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peek-a-boo).</p>
Toddler	<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.PEL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.</p> <p>ATL.PEL.t.2: Plays side-by- side with another child, at times observing, imitating or engaging child in play.</p> <p>ATL.PEL.t.3: Continues to play when a caregiver leaves the area.</p>
Pre 3	<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.PEL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.</p> <p>ATL.PEL.p3.2: Ignores distractions briefly when engrossed in an activity.</p> <p>ATL.PEL.p3.3: Remembers and follows one- or two-step directions.</p>
Pre 4	<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>ATL.PEL.p4.1: Sustains attention to task despite distractions.</p> <p>ATL.PEL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.</p>
Kindergarten	No specific standards.	No specific standards.
	<i>Persistence</i>	<i>Persistence</i>
Young Infant	<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.PEL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).</p>

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Mobile Infant	<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.PEL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the “pick-it-up” game).</p> <p>ATL.PEL.mi.4: Executes simple two-step plan (i.e., means-to-end task).</p>
Toddler	<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.PEL.t.4: Engages in self-initiated activities for a sustained period of time.</p> <p>ATL.PEL.t.5: Returns to an activity after being distracted.</p>
Pre 3	<p>ATL.p3.4: Practices an activity many times until successful.</p>	<p>ATL.PEL.p3.4: Practices an activity many times until successful.</p>
Pre 4	<p>ATL.p4.3: Stays with a task for at least five minutes.</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>ATL.PEL.p4.3: Carries out tasks, activities, projects or experiences from beginning to end.</p> <p>ATL.PEL.p4.4: Remains focused on the task at hand even when frustrated or challenged.</p>
Kindergarten	No specific standards.	No specific standards.
	<i>Curiosity and Initiative</i>	<i>Curiosity and Initiative</i>
Young Infant	<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.I.i.1: Shows preferences for certain toys or activities.</p> <p>ATL.I.i.2: Lifts arms toward caregiver to be picked up; explores own fingers and toes.</p>
Mobile Infant	<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.I.mi.1: Explores the environment through a variety of senses.</p> <p>ATL.I.mi.2: Chooses toys/ things for play.</p>
Toddler	<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.I.t.1: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sandbox to fill a hole).</p> <p>ATL.I.t.2: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.</p> <p>ATL.I.t.3: Asks questions about items/objects.</p>

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Pre 3	<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.</p> <p>ATL.p3.7: Explores, practices, understands social roles through play.</p>	<p>ATL.i.p3.1: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).</p> <p>ATL.i.p3.2: Initiates play with other children and takes on a variety of roles while playing.</p> <p>ATL.i.p3.3: Explores, practices, understands social roles through play.</p>
Pre 4	<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>ATL.i.p4.1: Seeks new and varied experiences and challenges through play.</p> <p>ATL.i.p4.2: Chooses activities to do alone or with others.</p> <p>ATL.i.p4.3: Invites other children to join groups or activities.</p> <p>ATL.i.p4.4: Makes and follows plans for games or activities with other children.</p>
Kindergarten	No specific standards.	No specific standards.
	<i>Sense of Competence</i>	<i>Sense of Competence</i>
Young Infant	<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 (e.g., blanket or toy)</p>	<p>ATL.i.i.3: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).</p> <p>ATL.i.i.4: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).</p>
Mobile Infant	<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.i.mi.3: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).</p> <p>ATL.i.mi.4: Points or protests to indicate likes and dislikes.</p> <p>ATL.i.mi.5: Expresses and responds to a variety of emotions.</p>
Toddler	<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: May 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.i.t.4: Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”).</p> <p>ATL.i.t.5: Begins to show assertiveness (e.g., giving orders to others).</p> <p>ATL.i.t.6: Feels comfortable in a variety of places with familiar adults.</p>

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Pre 3	<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.I.p3.4: Recognizes own abilities and expresses satisfaction when demonstrating them to others.</p> <p>ATL.I.p3.5: Knows self as part of family, culture, spiritual group or community.</p> <p>ATL.I.p3.6: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterward.</p>
Pre 4	<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>ATL.I.p4.5: Shows pride in family composition; recognizes self as important to family and friends.</p> <p>ATL.I.p4.6: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).</p> <p>ATL.I.p4.7: Associates emotions with words and facial expressions.</p>
Kindergarten	No specific standards.	No specific standards.
	<i>Problem Solving</i>	<i>Problem Solving</i>
Young Infant	<p>ATL.i.9: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).</p> <p>ATL.i.10: Looks for caregiver response in new or uncertain situation.</p>	<p>ATL.C.i.1: Expresses discomfort when needs are not met.</p> <p>ATL.C.i.2: Looks for caregiver response in new or uncertain situations.</p>
Mobile Infant	<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.C.mi.1: Seeks out trusted adult for comfort or support and/or accepts adult assistance.</p> <p>ATL.C.mi.2: Tries to do things on own.</p> <p>ATL.C.mi.3: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).</p>
Toddler	<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.C.t.1: Seeks alternate method when first attempt fails and/or seeks adult assistance.</p> <p>ATL.C.t.2: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).</p> <p>ATL.C.t.3: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.</p>

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Pre 3	<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.C.p3.1: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.</p> <p>ATL.C.p3.2: Recognizes making a mistake and sometimes is able to correct it.</p> <p>ATL.C.p3.3: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).</p>
Pre 4	<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: Can 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>ATL.C.p4.1: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.</p> <p>ATL.C.p4.2: Is able to delay gratification for better payoff later; anticipates consequences of own behavior.</p> <p>ATL.C.p4.3: Understands what is real and what is make- believe.</p>
Kindergarten	No specific standards.	<p>SECD:K-2.11.B Responsible Decision- Making and Problem-Solving: Develops, implements and models effective problem-solving skills.</p> <ol style="list-style-type: none"> 1. Develops self-control skills (for example, stop, take a deep breath and relax). 2. Identifies and illustrates the problem. 3. Identifies desired outcome. 4. Identifies possible solutions and the pros and cons of each solution. 5. Identifies and selects the best solution. 6. Puts the solution into action. 7. Reflects on the outcome of the solution.
	<i>Creativity and Flexibility</i>	<i>Creativity and Flexibility</i>
Young Infant	ATL.i.11: Shows interest in looking at, feeling or exploring new objects.	ATL.C.i.3: Shows interest in looking at, feeling or exploring new objects.

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Mobile Infant	<p>ATL.mi.12: 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.13: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).</p> <p>ATL.mi.14: May test caregiver’s response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).</p>	<p>ATL.C.mi.4: Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).</p> <p>ATL.C.mi.5: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).</p> <p>ATL.C.mi.6: May test caregiver’s response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).</p>
Toddler	<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.C.t.4: Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).</p> <p>ATL.C.t.5: May change behavior based on previous learning.</p>
Pre 3	<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.C.p3.4: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.</p> <p>ATL.C.p3.5: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.</p> <p>ATL.C.p3.6: Identifies ways to change behavior to respond to desires and needs of others.</p>
Pre 4	<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>ATL.C.p4.4: Invents new activities through play.</p> <p>ATL.C.p4.5: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.</p> <p>ATL.C.p4.6: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).</p>
Kindergarten	No specific standards.	No specific standards.
	Physical Health and Development	
	<i>Large Motor Skills</i>	<i>Gross Motor Skills</i>

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Young Infant	<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 (e.g., rolls from stomach to back, holds head and torso up on two hands, rocks back and forward while on hands and knees, sits steadily unsupported).</p> <p>PHD.i.3: Reaches for objects.</p>	<p>PHD.GMS.i.1: Crawls through and around objects.</p> <p>PHD.GMS.i.2: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements.</p> <p>PHD.GMS.i.3: Reaches for objects.</p>
Mobile Infant	<p>PHD.mi.1: Creeps up/down stairs.</p> <p>PHD.mi.2: Takes independent steps.</p> <p>PHD.mi.3: Throws ball and other objects independently.</p>	<p>PHD.GMS.mi.1: Creeps up or down stairs.</p> <p>PHD.GMS.mi.2: Takes independent steps.</p> <p>PHD.GMS.mi.3: Throws ball and other objects independently.</p>
Toddler	<p>PHD.t.1: Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up).</p> <p>PHD.t.2: Catches a ball with both hands.</p> <p>PHD.t.3: Begins to run.</p>	<p>PHD.GMS.t.1: Maintains balance when performing actions.</p> <p>PHD.GMS.t.2: Catches a ball with both hands.</p> <p>PHD.GMS.t.3: Begins to run.</p>
Pre 3	<p>PHD.p3.1: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).</p>	<p>PHD.GMS.p3.1: Uses locomotor skills with increasing coordination and balance.</p>
Pre 4	<p>PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).</p> <p>PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).</p> <p>PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).</p>	<p>PHD.GMS.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play.</p> <p>PHD.GMS.p4.2: Demonstrates coordination in using objects during active play.</p> <p>PHD.GMS.p4.3: Explores, practices and performs skill sets.</p>

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Kindergarten	<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 (e.g., sideways, backward) 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 (e.g., rolling, sliding, throwing).</p> <p>PHD.K.5: Catches a self-tossed ball after it bounces.</p> <p>PHD.K.6: Strikes a balloon repeatedly with different body parts.</p> <p>PHD.K.7: Performs a simple rhythmic pattern.</p>	<p style="text-align: center;">Kansas Model PK-K Standards for Physical Education</p> <p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p>
	<i>Fine Motor Skills</i>	<i>Fine Motor Skills</i>
Young Infant	<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.FMS.i.1: Transfers objects from one hand to other.</p> <p>PHD.FMS.i.2: Grasps and releases object using entire hand.</p>
Mobile Infant	<p>PHD.mi.4: Coordinates the use of arms, hands and fingers to accomplish tasks (e.g., drinks from bottle, cup by self, holds a spoon).</p> <p>PHD.mi.5: Coordinates eye-hand movements (e.g., putting things in a box).</p>	<p>PHD.FMS.mi.1: Coordinates the use of arms, hands and fingers to accomplish tasks.</p> <p>PHD.FMS.mi.2: Coordinates eye-hand movements.</p>
Toddler	<p>PHD.t.4: Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper).</p>	<p>PHD.FMS.t.1: Coordinates the use of arms, hands and fingers to accomplish more complex tasks.</p>
Pre 3	<p>PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).</p>	<p>PHD.FMS.p3.1: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.</p>
Pre 4	<p>PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).</p>	<p>PHD.FMS.p4.1: With fluency and accuracy, uses classroom and household tools independently and with eye-hand coordination to carry out activities.</p>
Kindergarten	No specific standards.	No specific standards.
	<i>Physical Fitness</i>	<i>Physical Fitness</i>

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Young Infant	PHD.i.6: Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	PHD.PF.i.1: Interacts with caregivers in a variety of physical activities.
Mobile Infant	PHD.mi.6: Participates in active physical play (e.g., crawls and climbs over and under).	PHD.PF.mi.1: Participates in a variety of active physical play.
Toddler	PHD.t.5: Participates in active physical play (e.g., runs, uses playground equipment).	PHD.PF.t.1: Participates in a variety of active physical play for longer periods of time.
Pre 3	PHD.p3.3: Participates in active play exhibiting strength and stamina.	PHD.PF.p3.1: Participates in a variety of active play exhibiting strength and stamina.
Pre 4	PHD.p4.5: Participates in active play exhibiting strength and stamina.	PHD.PF.p4.1: Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.
Kindergarten	PHD.K.8: Participates in a variety of games that increase breathing and heart rate.	Kansas Model PK-K Standards for Physical Education Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
	PHD.K.9: Demonstrates sufficient muscular strength by supporting body weight in various activities.	
	<i>Nutrition and Healthy Eating</i>	<i>Nutrition and Healthy Eating</i>
Young Infant	PHD.i.7: Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).	PHD.NHE.i.1: Communicates hunger and when full.
Mobile Infant	PHD.mi.7: Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.	PHD.NHE.mi.1: Eats during regular meals and snack times; anticipates routine meals; and asks for more if still hungry.
Toddler	PHD.t.6: Makes simple food choices and has food preferences, demonstrates a willingness to try new foods.	PHD.NHE.t.1: Makes simple food choices; has food preferences; and demonstrates a willingness to try new foods.
Pre 3	PHD.p3.4: Eats a variety of foods. PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.	PHD.NHE.p3.1: Eats a variety of foods. PHD.NHE.p3.2: Drinks from a cup without spilling and takes bites from whole foods.
Pre 4	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 (e.g., drinking through a straw, blowing bubbles).	PHD.NHE.p4.1: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. PHD.NHE.p4.2: Demonstrates increasingly complex oral motor skills.

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Kindergarten	No specific standards.	<p>K-2 Content Standards for Nutrition: The students will begin to know and comprehend: 2.2 The role of food and nutrients in providing energy. 2.3 What is meant by a balanced diet. 2.4 The impact of food choices. 2.5 Identifying the food groups. 2.6 The recommended daily requirements for water.</p>
	<i>Personal Hygiene</i>	<i>Self-Care</i>
Young Infant	PHD.i.8: Signals need by crying (e.g., wet, hungry, tired, etc.).	PHD.SC.i.1: Signals need by crying.
Mobile Infant	PHD.mi.8: Indicates when pants are wet and need to be changed.	PHD.SC.mi.1: Expresses physical needs.
Toddler	<p>PHD.t.7: Washes hands and face with assistance. PHD.t.8: May begin to initiate interest in self-toileting.</p>	<p>PHD.SC.t.1: Washes hands and face with assistance. PHD.SC.t.2: May begin to initiate interest in self- toileting.</p>
Pre 3	<p>PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders. PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).</p>	<p>PHD.SC.p3.1: Follows basic health practices with occasional reminders. PHD.SC.p3.2: Completes personal care tasks with some adult assistance.</p>
Pre 4	<p>PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing). PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).</p>	<p>PHD.SC.p4.1: Follows basic health practices. PHD.SC.p4.2: Completes personal care tasks with increasing responsibility.</p>
Kindergarten	No specific standards.	<p>K-2 Content Standards for Personal Health: The students will begin to know and comprehend: 2.2: How to maintain clean skin, hair, teeth and clothes. 2.4: The importance of personal health. 2.1: Steps to take for germ protection for disease prevention. 2.6: How germs are transmitted.</p>
	<i>Safety</i>	<i>Safety</i>

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	<u>2014</u>	<u>2024</u>
Young Infant	<p>PHD.i.9: Shows preference for major caregiver.</p> <p>PHD.i.10: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.</p>	<p>PHD.S.i.1: Shows preference for primary caregiver.</p>
Mobile Infant	<p>PHD.mi.9: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).</p>	<p>PHD.S.mi.1: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/ danger.</p>
Toddler	<p>PHD.t.9: Follows adult interaction/ guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).</p> <p>PHD.t.10: Alerts adults to potential harmful situations.</p>	<p>PHD.S.t.1: Follows adult interaction/ guidance regarding safety.</p> <p>PHD.S.t.2: Differentiates between some harmful and safe situations.</p>
Pre 3	<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.S.p3.1: Knows common safety rules that have been discussed or taught.</p> <p>PHD.S.p3.2: Alerts adults to potentially harmful situations.</p>
Pre 4	<p>PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).</p> <p>PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).</p> <p>PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).</p>	<p>PHD.S.p4.1: Identifies and follows basic safety rules with possible reminders, guidance and support.</p> <p>PHD.S.p4.2: Demonstrates an ability to follow emergency routines with adult support.</p> <p>PHD.S.p4.3: Identifies how adults help to keep us safe</p>
Kindergarten	No specific standards.	<p>K-2 Content Standards for Injury Prevention and Safety: The students will begin to know and comprehend: 2.1: Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.). 2.2: Emergency and non- emergency situations. 2.5: Strategies to report verbal, mental and physical harm.</p>
Social Emotional Development		
	<i>Foundations of Character Development</i>	<i>Foundations of Character Development</i>
	<i>Develop, implement, promote and model core ethical and performance principles</i>	<i>Develop understanding of appropriate behaviors.</i>
Young Infant	N/A	Not yet age appropriate.

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	<u>2014</u>	<u>2024</u>
Mobile Infant	N/A	Not yet age appropriate.
Toddler	N/A	Not yet age appropriate.
Pre 3	SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.	SED.CD.p3.1: Responds to feedback from familiar adults about appropriate behavior.
Pre 4	SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time.	SED.CD.p4.1: Follows adult guidelines and expectations for appropriate behavior.
Kindergarten	<p>SED.CD.K.1: Recognize and celebrate the natural beneficial consequence of acts of character.</p> <p>SED.CD.K.2: Identify community needs in the larger community, discuss effects on the community and identify positive, responsible action.</p> <p>SED.CD.K.3: Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.</p> <p>SED.CD.K.4: Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.</p> <p>SED.CD.K.5: Learn about, receive and accept feedback for responsible actions in academic and behavioral skills.</p>	<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, discusses effects on the community and identifies positive, responsible action.</p> <p>SED.CD.K.3: Learns about ethical reasoning by giving examples of what makes 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>
	<i>Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.</i>	<i>Foster caring attachments between fellow children, staff and the community.</i>
Young Infant	SED.CD.i.1: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	SED.CD.i.1: Initiates and engages in reciprocal interactions with familiar adults.
Mobile Infant	SED.CD.mi.1: Participates in routines and experiences that involve give and take interaction with familiar adults.	SED.CD.mi.1: Participates in routines and experiences that involve give-and-take interaction with familiar adults.
Toddler	<p>SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.</p> <p>SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.</p>	<p>SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.</p> <p>SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.</p>
Pre 3	SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.

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	<u>2014</u>	<u>2024</u>
Pre 4	<p>SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.</p> <p>SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.</p>	<p>SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.</p> <p>SED.CD.p4.3: Recognizes examples and nonexamples of words and actions that are helpful or hurtful.</p>
Kindergarten	<p>SED.CD.K.6: Recognize characteristics of a caring relationship.</p> <p>SED.CD.K.7: Recognize characteristics of a hurtful relationship.</p>	<p>SED.CD.K.6: Recognizes characteristics of a caring relationship.</p> <p>SED.CD.K.7: Recognizes characteristics of a hurtful relationship.</p>
	<i>Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture</i>	<i>Demonstrate mutual respect and utilize strategies to build a safe and productive culture.</i>
Young Infant	SED.CD.i.2: Begins to form relationships with consistent caregivers.	SED.CD.i.2: Begins to form relationships with consistent caregivers.
Mobile Infant	SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.	SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.
Toddler	SED.CD.t.3: Begins to more easily separate from caregiver.	SED.CD.t.3: Begins to separate from caregiver more easily
Pre 3	SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.
Pre 4	SED.CD.p4.4: Shows awareness of and responds to 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.
Kindergarten	<p>SED.CD.K.8: Demonstrate caring and respect for others.</p> <p>SED.CD.K.9: Describe “active listening”.</p>	<p>SED.CD.K.8: Demonstrates caring and respect for others.</p> <p>SED.CD.K.9: Describes active listening.</p>
	<i>Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.</i>	<i>Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	N/A	Not yet age appropriate.
Toddler	N/A	Not yet age appropriate.
Pre 3	SED.CD.p3.4: Expresses interests, acceptance, affection for others.	SED.CD.p3.4: Expresses interests, acceptance, affection for others.
Pre 4	SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend.

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	<u>2014</u>	<u>2024</u>
Kindergarten	<p>SED.CD.K.10: Recognized and define bullying and teasing k-2: illustrate or demonstrate what “tattling” is and what “telling” or “reporting” is.</p> <p>SED.CD.K.11: Model positive peer interactions</p>	<p>SED.CD.K.10: Recognizes and defines bullying and teasing. K-2: Illustrates or demonstrates what “tattling” is and what “telling” or “reporting” is.</p> <p>SED.CD.K.11: Models positive peer interactions.</p>
	<i>Responsible Decision-Making & Problem-Solving</i>	<i>Responsible Decision-Making & Problem-Solving</i>
	<i>Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals</i>	<i>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.</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	SED.R.mi.1: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	SED.R.mi.1: Shows emerging signs of responding to choices offered by adults to help guide behavior.
Toddler	SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.
Pre 3	SED.R.p3.1: Begin to understand consequences of own actions with adult support.	SED.R.p3.1: Begin to understand consequences of own actions with adult support.
Pre 4	SED.R.p4.1: Anticipates and usually accepts consequences of own actions	SED.R.p4.1: Anticipates and usually accepts consequences of own actions
Kindergarten	<p>SED.R.K.1: Identify and illustrate safe and unsafe situations.</p> <p>SED.R.K.2: State the difference between appropriate and inappropriate behaviors.</p> <p>SED.R.K.3: Explain the consequences and rewards of individual and community actions</p>	<p>SED.R.K.1: Identify and illustrate safe and unsafe situations.</p> <p>SED.R.K.2: State the difference between appropriate and inappropriate behaviors.</p> <p>SED.R.K.3: Explain the consequences and rewards of individual and community actions.</p>
	<i>Responsible Decision-Making & Problem-Solving</i>	<i>Responsible Decision-Making & Problem-Solving</i>
	<i>Organize personal time and managing personal responsibilities effectively</i>	<i>Demonstrates awareness of personal time and responsibilities within predictable routines.</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.	SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.
Toddler	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.t.2: Remembers and follows expectations for familiar routines some of the time but may find it hard to transition from preferred activities.

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	<u>2014</u>	<u>2024</u>
Pre 3	SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.
Pre 4	SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	SED.R.p4.2: Follows predictable classroom routines and manages transitions positively in most situations with minimal adult support as needed.
Kindergarten	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.	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.
	<i>Play a developmentally appropriate role in classroom management and school governance</i>	N/A
Young Infant	SED.R.i.1: Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.
Mobile Infant	SED.R.mi.3: Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.	ATL.I.t.6: Feels comfortable in a variety of places with familiar adults.
Toddler	SED.R.t.3: Feels comfortable in a variety of places with familiar adults nearby. SED.R.t.4: Continues to play when familiar adult leaves area.	ATL.I.t.6: Feels comfortable in a variety of places with familiar adults. ATL.PEL.t.3: Continues to play when a caregiver leaves the area.
	SED.R.p3.3: Demonstrates confidence by participating in familiar classroom routines. SED.R.p3.4: Interacts with familiar adults with varying degrees of comfort. SED.R.p3.5: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.
Pre 4	SED.R.p4.3: Demonstrates confidence by participating in most classroom activities. SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions. SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.	

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	<u>2014</u>	<u>2024</u>
Kindergarten	<p>SED.R.K.6: Participate in individual roles and responsibilities in the classroom and in school.</p> <p>SED.R.K.7: Recognize the various roles of the personnel that govern the school (all staff).</p>	
	<i>Develop, implement and model effective problem solving skills</i>	<i>Develop, implement and model effective problem-solving skills.</i>
Young Infant	SED.R.i.2: See ATL.i.10	Not yet age appropriate.
Mobile Infant	SED.R.mi.4: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	SED.R.mi.3: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.
Toddler	SED.R.t.5: See SED.R.t.1	SED.R.t.3: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.
Pre 3	<p>SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.</p> <p>SED.R.p3.7: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.</p>	<p>SED.R.p3.3: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.</p> <p>SED.R.p3.4: Uses simple conflict resolution techniques.</p>
Pre 4	<p>SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.</p> <p>SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.</p>	<p>SED.R.p4.3: Manages emotions, impulses and behaviors with minimal guidance from adults.</p> <p>SED.R.p4.4: Attempts to solve social problems independently, by negotiation or with adult assistance.</p>
Kindergarten	<p>SED.R.K.8: Develop self-control skills (e.g., stop, take a deep breath and relax).</p> <p>SED.R.K.9: Identify and illustrate the problem.</p> <p>SED.R.K.10: Identify desired outcome.</p> <p>SED.R.K.11: Identify possible solutions and the pros and cons of each solution.</p> <p>SED.R.K.11: Identify and select the best solution.</p> <p>SED.R.K.12: Put the solution into action.</p> <p>SED.R.K.13: Reflect on the outcome of the solution.</p>	<p>SED.R.K.6: Develops self-control skills (e.g., stop, take a deep breath and relax).</p> <p>SED.R.K.7: Identifies and illustrates the problem.</p> <p>SED.R.K.8: Identifies desired outcome.</p> <p>SED.R.K.9: Identifies possible solutions and the pros and cons of each solution.</p> <p>SED.R.K.10: Identifies and selects the best solution.</p> <p>SED.R.K.11: Puts the solution into action.</p> <p>SED.R.K.12: Reflects on the outcome of the solution.</p>
	<i>Personal Development</i>	<i>Personal Development</i>
	<i>Self Awareness</i>	<i>Self Awareness</i>

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	<u>2014</u>	<u>2024</u>
	<i>Understand and analyze thoughts and emotions</i>	<i>Expresses and develops an understanding of thoughts and emotions of self and others.</i>
Young Infant	SED.PD.i.1 Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	SED.PD.i.1: Expresses a variety of emotions through facial expressions, gestures, movement and sounds
Mobile Infant	SED.PD.mi.1: Communicates a variety of emotions purposefully and intentionally.	SED.PD.mi.1: Communicates a variety of emotions purposefully and intentionally.
Toddler	SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express simple and more complex emotions.	SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express them.
Pre 3	SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support. SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.	SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others with adult support. SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.
Pre 4	SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support. SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	SED.PD.p4.1: Recognizes and identifies more complex emotions in self and others, with accuracy with adult support. SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.
Kindergarten	SED.R.K.14: Identify and describe basic emotions. SED.R.K.15: Identify situations that might evoke emotional responses. SED.R.K.16: Identify positive and negative emotions.	SED.PD.K.1: Identifies and describes basic emotions. SED.PD.K.2: Identifies situations that might evoke emotional responses. SED.PD.K.3: Identifies positive and negative emotions.
	<i>Personal Development</i>	<i>Personal Development</i>
	<i>Self Awareness</i>	<i>Self Awareness</i>
	<i>Identify and assess personal qualities and external supports</i>	b. Develops and communicates a sense of self and positive identity.
Young Infant	SED.PD.i.2: Begins to understand self as separate person from others	SED.PD.i.2: Begins to understand self as separate person from others.
Mobile Infant	SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.	SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.
Toddler	SED.PD.t.2: Shows awareness of self as belonging to one or more groups. SED.PD.t.3: Identifies own feelings, needs and interests.	SED.PD.t.2: Shows awareness of self as belonging to one or more groups. SED.PD.t.3: Identifies own feelings, needs and interests.

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	<u>2014</u>	<u>2024</u>
Pre 3	<p>SED.PD. P3.3: Describes self by using several basic characteristics.</p> <p>SED.PD.p3.4: States basic personal information (e.g., name and age).</p> <p>SED.PD.p3.5: Displays awareness of own thoughts and feelings.</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>
Pre 4	<p>SED.PD.p4.3: Describes characteristics of self and others.</p> <p>SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).</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>
Kindergarten	<p>SED.R.K.17: Identify personal likes and dislikes.</p> <p>SED.R.K.18: Identify personal strengths and weaknesses.</p> <p>SED.R.K.19: Identify consequences of behaviors.</p> <p>SED.R.K.20: Ask clarifying questions.</p> <p>SED.R.K.21: Identify positive responses to problems (e.g., get help, try harder, use a different solution).</p> <p>SED.R.K.22: Identify people, places and other resources to go for help (e.g., parents, relatives, school personnel).</p>	<p>SED.PD.K.4: Identifies personal likes and dislikes.</p> <p>SED.PD.K.5: Identifies personal strengths and weaknesses.</p> <p>SED.PD.K.6: Identifies consequences of behaviors.</p> <p>SED.PD.K.7: Asks clarifying questions.</p> <p>SED.PD.K.8: Identifies positive responses to problems (e.g., get help, try harder, use a different solution).</p> <p>SED.PD.K.9: Identifies people, places and other resources to go for help (e.g., parents, relatives, school personnel).</p>
	<i>SELF-MANAGEMENT</i>	<i>Self-Management</i>
	<i>Understand and practice strategies for managing thoughts and behaviors</i>	<i>Understand and practice strategies for managing emotions and behaviors.</i>
Young Infant	<p>SED.PD.i.3: Comforts self in by rocking body or other simple ways.</p> <p>SED.PD.i.4: Communicates needs for help through vocalizations and gestures.</p>	<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>
Mobile Infant	<p>SED.PD.mi.3: Comforts self 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.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>
Toddler	<p>SED.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine.</p> <p style="text-align: right;">SED.PD.t.5:</p> <p>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>
Pre 3	<p>SED.PD.p3.6: Makes known personal needs and desires.</p> <p>SED.PD.p3.7: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards</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 afterward.</p>

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	<u>2014</u>	<u>2024</u>
Pre 4	<p>SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time.</p> <p>SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.</p>	<p>SED.PD.p4.5: Expresses preferences in a socially acceptable way most of the time.</p> <p>SED.PD.p4.6: Develops strategies to express strong emotion and calm self with adult help.</p>
Kindergarten	<p>SED.R.K.23: Describe and practice sending effective verbal and nonverbal messages.</p> <p>SED.R.K.24: Describe and practice sending effective verbal and nonverbal messages.</p> <p>SED.R.K.25: Recognize behavior choices in response to situations.</p>	<p>SED.PD.K.10: Describes and practices sending effective verbal and nonverbal messages.</p> <p>SED.PD.K.11: Recognizes behavior choices in response to situations.</p>
	<i>Personal Development</i>	<i>Personal Development</i>
	<i>Self-Management</i>	<i>Self-Management</i>
	<i>Reflect on perspectives and emotional responses.</i>	<i>Reflect on perspectives and emotional responses.</i>
Young Infant	SED.PD.i.5: Imitates the expression of feelings of those around them.	SED.PD.i.5: Imitates the expression of feelings of those around them.
Mobile Infant	SED.PD.mi.5: Demonstrates an awareness of others' feelings (e.g., cries or grimaces at the discomfort of others; matches facial expression of caregiver).	SED.PD.mi.5: Demonstrates an awareness of others' feelings.
Toddler	<p>SED.PD.t.6 Demonstrates increasing 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 (e.g., say "hug" to crying peer; offer peer their blanket or toy).</p>	SED.PD.t.5: May respond to peer's distress by doing something to make him/her feel better.
Pre 3	SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.	SED.PD.p3.8: Recognizes own feelings when an adult labels them.
Pre 4	SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.	SED.PD.p4.7: Recognizes and accurately describes own feelings most of the time.
Kindergarten	SED.R.K.26: Describe common responses to failures and disappointments.	SED.PD.K.12: Describes common responses to failures and disappointments.
	<i>Self-Management</i>	<i>Self-Management</i>
	<i>Set, monitor, adapt and evaluate goals to achieve success in school and life</i>	<i>Set, monitor, adapt and evaluate goals to achieve success in social settings.</i>
Young Infant	See ATL.i.4	Not yet age appropriate.
Mobile Infant	<p>SED.PD.mi.6: Seeks to achieve a specific goal (e.g., stretches to reach toy). See</p> <p>ATL.mi.3</p>	Not yet age appropriate.

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Toddler	See ATL.t.4	Not yet age appropriate.
Pre 3	SED.PD.p3.9: Completes own goal directed activity and recognizes accomplishments while learning rules and values of family and culture.	SED.PD.p3.9: Completes own goal-directed activities and recognizes accomplishments while learning rules and values of family and culture.
Pre 4	SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.	SED.PD.p4.8: Demonstrates age-appropriate independence in decision making regarding activities and materials.
Kindergarten	<p>SED.R.K.27: Define success and the process of goal setting.</p> <p>SED.R.K.28: Identify personal goals and home goals (e.g., dreams, aspirations, hopes).</p> <p>SED.R.K.29: Identify factors that lead to goal achievement and success (e.g., confidence, motivation, understanding).</p> <p>SED.R.K.30: Identify specific steps for achieving a particular goal.</p>	<p>SED.PD.K.13: Defines success and the process of goal setting.</p> <p>SED.PD.K.14: Identifies personal goals and home goals (e.g., dreams, aspirations, hopes).</p> <p>SED.PD.K.15: Identifies factors that lead to goal achievement and success (e.g., confidence, motivation, understanding).</p> <p>SED.PD.K.16: Identifies specific steps for achieving a particular goal.</p>
	<i>Social Development</i>	<i>Social Development</i>
	<i>Social Awareness</i>	<i>Social Awareness</i>
	<i>Demonstrate awareness of the thoughts, feelings and perspectives of others</i>	<i>Demonstrate awareness of the thoughts, feelings and perspectives of others.</i>
Young Infant	SED.SD.i.1: Reacts to emotional expressions of others.	SED.SD.i.1: Reacts to emotional expressions of others.
Mobile Infant	SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.	SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.
Toddler	<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.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>
Pre 3	<p>SED.SD.p3.1: Expresses concern for the needs of others and people in distress.</p> <p>SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).</p>	SED.SD.p3.1: Expresses concern for the needs of others and people in distress.
Pre 4	<p>SED.SD.p4.1: Demonstrates an understanding of and responds to needs of others and people in distress.</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.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>

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Kindergarten	<p>SED.SD.K.1: Identify 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: Identify possible causes for emotions (e.g., losing dog may make you “sad,” your birthday may make you “happy”).</p> <p>SED.SD.K.3: Identify possible behaviors and anticipate reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).</p> <p>SED.SD.K.4: Identify healthy personal hygiene habits.</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 anticipates 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>
	<i>Social Development</i>	<i>Social Development</i>
	<i>Social Awareness</i>	<i>Social Awareness</i>
	<i>Demonstrate awareness of cultural issues and a respect for human dignity and differences</i>	<i>Express comfort and joy in human diversity and develop accurate language for differences.</i>
Young Infant	SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.	SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.
Mobile Infant	SED.SD.mi.2: Identifies similarities and differences in objects and people by showing and pointing.	SED.SD.mi.2: Identifies similarities and differences in objects and people.
Toddler	<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.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>
Pre 3	SED.SD.p3.3: Compares own characteristics with those of others.	SED.SD.p3.2: Compares own characteristics with those of others.
Pre 4	<p>SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).</p> <p>SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.</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>
Kindergarten	<p>SED.SD.K.5: Describe ways that people are similar and different.</p> <p>SED.SD.K.6: Use respectful language and actions with conflict or differences of opinion.</p>	<p>SED.SD.K.4: Describes ways that people are similar and different.</p> <p>SED.SD.K.5: Uses respectful language and actions with conflict or differences of opinion.</p>
	<i>Social Development</i>	<i>Social Development</i>
	<i>Interpersonal Skills</i>	<i>Interpersonal Skills</i>

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	<u>2014</u>	<u>2024</u>
	<i>Demonstrate communication and social skills to interact effectively</i>	<i>Demonstrate communication and social skills to interact effectively.</i>
Young Infant	<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.i.3: Shows interest in other children.</p> <p>SED.SD.i.4: Repeats actions that elicit social responses from others.</p>
Mobile Infant	SED.SD.mi.3: Briefly engages in simple interaction with another child	SED.SD.mi.3: Briefly engages in simple interaction with another child.
Toddler	SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	SED.SD.t.5: Plays side-by side with another child, at times observing, imitating or engaging child in play.
Pre 3	<p>SED.SD.p3.4: Follows rules and simple directions (1-2 steps).</p> <p>SED.SD.p3.5: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).</p> <p>SED.SD.p3.6: Begins to participate in conversational turn taking.</p>	<p>SED.SD.p3.3: Follows rules and simple one-two-step directions.</p> <p>SED.SD.p3.4: Begins to display socially competent behavior with peers.</p> <p>SED.SD.p3.5: Begins to participate in conversational turn-taking.</p>
Pre 4	<p>SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).</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.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>
Kindergarten	<p>SED.SD.K.7: Follow rules that respect classmates' needs and use polite language (e.g., wait for their turn, stand in line, let classmate finish speaking).</p> <p style="text-align: right;">SED.SD.K.8: Use "I" statements.</p> <p style="text-align: right;">SED.SD.K.9: Pay attention to others when they are speaking.</p> <p>SED.SD.K.10: Understand the importance of respecting personal space.</p> <p>SED.SD.K.11: Recognize how facial expressions, body language and tone communicate feelings.</p> <p style="text-align: right;">SED.SD.K.12: Take turns and practice sharing.</p> <p>SED.SD.K.13: Practice sharing encouraging comments.</p> <p>SED.SD.K.14: Identify and demonstrate good manners.</p>	<p>SED.SD.K.6: Follows rules that respect classmates' needs and uses polite language (e.g., waits for his or her turn, stands in line, lets classmate finish speaking).</p> <p>SED.SD.K.7: Uses "I" statements.</p> <p>SED.SD.K.8: Pays attention to others when they are speaking.</p> <p>SED.SD.K.9: Understands the importance of respecting personal space.</p> <p>SED.SD.K.10: Recognizes how facial expressions, body language and tone communicate feelings.</p> <p>SED.SD.K.11: Takes turns and practices sharing.</p> <p>SED.SD.K.12: Practices sharing encouraging comments.</p> <p>SED.SD.K.13: Identifies and demonstrates good manners.</p>

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	<u>2014</u>	<u>2024</u>
	<i>Social Development</i>	<i>Social Development</i>
	<i>Interpersonal Skills</i>	<i>Interpersonal Skills</i>
	<i>Develop and maintain positive relationships.</i>	<i>Develop and maintain positive relationships.</i>
Young Infant	SED.SD.i.5: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	SED.SD.i.5: Initiates and engages in give-and-take interactions with familiar adults.
Mobile Infant	SED.SD.mi.4: Participates in routines and experiences that involve mutual give and take interactions with familiar adults.	SED.SD.mi.4: Participates in routines and experiences that involve give-and-take interactions with familiar adults.
Toddler	SED.SD.t.6: Seeks out trusted adult for comfort or support. SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.	SED.SD.t.6: Seeks out trusted adult for comfort or support. SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.
Pre 3	SED.SD.p3.7: Shows interest in having a friend.	SED.SD.p3.6: Shows interest in having a friend.
Pre 4	SED.SD.p4.9: Develops friendships with one or two preferred peers. SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment. SED.SD.p4.11: Adjusts behavior to different settings (e.g., “inside voice”).	SED.SD.p4.9: Develops friendships with one or two preferred peers. SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment. SED.SD.p4.11: Adjusts behavior to different settings.
Kindergarten	SED.SD.K.15: Recognize how various relationships in life are different. SED.SD.K.16: Identify and practice appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).	SED.SD.K.14: Recognizes how various relationships in life are different. SED.SD.K.15: Identifies and practices appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).
	<i>Social Development</i>	<i>Social Development</i>
	<i>Interpersonal Skills</i>	<i>Interpersonal Skills</i>
	<i>Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.</i>	<i>Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	SED.SD.mi.5: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior	SED.SD.mi.5: Shows emerging signs of responding appropriately to limits and choices offered by adults to help guide behavior.

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	<u>2014</u>	<u>2024</u>
Toddler	<p>SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.</p> <p>SED.SD.t.9: Seeks adult assistance when encountering a problem.</p>	<p>SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.</p> <p>SED.SD.t.9: Seeks adult assistance when encountering a problem.</p>
Pre 3	<p>SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.</p>	<p>SED.SD.p3.7: Begins to resolve conflicts with peers, given adult assistance.</p>
Pre 4	<p>SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.</p> <p>SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.</p>	<p>SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.</p> <p>SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.</p>
Kindergarten	<p>SED.SD.K.17: Identify conflict.</p> <p>SED.SD.K.18: Identify what actions cause conflict.</p> <p>SED.SD.K.19: Identify appropriate and inappropriate ways to resolve conflict.</p>	<p>SED.SD.K.16: Identifies conflict.</p> <p>SED.SD.K.17: Identifies what actions cause conflict.</p> <p>SED.SD.K.18: Identifies appropriate and inappropriate ways to resolve conflict.</p>
Communications and Literacy Standards		
	<i>Literature</i>	<i>Literature</i>
	<i>Key Ideas and Details</i>	<i>Identifying and finding meaning, details and ideas from literature.</i>
Young Infant	<p>CL.L.i.1: Sits on adult’s lap while being read to and gazes at pictures in books and pats individual pictures.</p>	<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>
Mobile Infant	<p>CL.L.mi.1: Responds to a verbal prompt by pointing to requested picture (e.g., “Oh look there is a cow, can you show me the cow?”).</p>	<p>CL.L.mi.1: Responds to a verbal prompt by pointing to a requested picture.</p>
Toddler	<p>CL.L.t.1: With prompting and support, asks and answers simple questions about story content using pictures.</p> <p>CL.L.t.2: Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear’s chair?” C: “It broke”).</p>	<p>CL.L.t.1: With prompting and support, asks and answers simple questions about a book or story’s content using pictures.</p> <p>CL.L.t.2: Retells some events from a familiar book or story with close adult prompting.</p>
Pre 3	<p>CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content.</p> <p>CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.</p>	<p>CL.L.p3.1: With prompting and support, asks and answers simple questions about the book or story’s content.</p> <p>CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a book or story.</p>

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Pre 4	<p>CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text.</p> <p>CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy.</p> <p>CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.</p>	<p>CL.L.p4.1: With prompting and support, asks and answers questions about key details in a book or story.</p> <p>CL.L.p4.2: With prompting and support, retells books or stories with increasing detail and accuracy.</p> <p>CL.L.p4.3: With prompting and support, identifies characters, settings and major events or facts from a book or story.</p>
Kindergarten	<p>RL.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2: With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3: With prompting and support, identify characters, settings and major events in a story</p>	<p>RI.K.1: With prompting and support, asks and answers questions about key details in a text.</p> <p>RI.K.2: With prompting and support, identifies the main topic and retells key details of a text.</p> <p>RI.K.3: With prompting and support, describes the connection between two individuals, events, ideas or pieces of information in a text.</p>
	<i>Literature</i>	<i>Literature</i>
	<i>Craft and Structure</i>	<i>Structure and Format</i>
Young Infant	<p>CL.L.i.2: Shows interest in books, pictures, songs and rhyming (e.g., cuddles and looks at caregiver’s face while being read to, follows caregivers gaze to look at a picture in a book, babbles while being read to).</p>	<p>CL.L.i.2: Shows interest in books, pictures, songs and rhyming.</p>
Mobile Infant	<p>CL.L.mi.2: Actively participates in book reading, story telling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise).</p>	<p>CL.L.mi.2: Attends to reading books, telling stories and singing.</p>
Toddler	<p>CL.L.t.3: Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story).</p>	<p>CL.L.t.3: 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>
Pre 3	<p>CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book.</p> <p>CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).</p> <p>CL.L.p3.5: Understands that books have both illustrations and print.</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>

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Pre 4	<p>CL.L.p4.4: Asks and answers questions about unknown words in a text.</p> <p>CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</p> <p>CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator.</p>	<p>CL.L.p4.4: Asks and answers questions about unknown words in a book.</p> <p>CL.L.p4.5: Interacts 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>
Kindergarten	<p>RL.K.4: Ask and answer questions about unknown words in a text.</p> <p>RL.K.5: Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>RI.K.4: Asks and answers questions about unknown words in a text.</p> <p>RI.K.5: Identifies the front cover, back cover and title page of a book.</p> <p>RI.K.6: Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.</p>
	<i>Literature</i>	<i>Literature</i>
	<i>Integration of Knowledge and Ideas</i>	<i>Integration of Knowledge and Ideas</i>
Young Infant	CL.L.i.3: Shows interest in photographs of familiar people/objects.	CL.L.i.3: Shows interest in photographs of familiar people/objects.
Mobile Infant	<p>CL.L.mi.3: Randomly points to familiar pictures in a book.</p> <p>CL.L.mi.4: Names familiar people/ objects in photographs.</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>
Toddler	<p>CL.L.t.4: 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.5: Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).</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>
Pre 3	<p>CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.</p> <p>CL.L.p3.7: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).</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>

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Pre 4	<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.p4.7: 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>
Kindergarten	<p>RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.8: Not applicable to Literature.</p> <p>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>RI.K.7: With prompting and support, describes 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, identifies the reasons an author gives to support points in a text.</p> <p>RI.K.9: With prompting and support, identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p>
	<i>Literature</i>	<i>Literature</i>
	<i>Range of Reading and Level of Text Complexity</i>	<i>Range of Reading and Level of Text Complexity</i>
Young Infant	CL.L.i.4: Listens briefly to stories being read by an adult.	CL.L.i.4: Listens briefly to stories being read by an adult.
Mobile Infant	CL.L.mi.5: Listens to stories being read by an adult	CL.L.mi.5: Listens to books and stories being read by an adult.
Toddler	CL.L.t.6 : Engages in reading activities with an adult and possibly one or two peers.	CL.L.t.8: Engages in reading activities with an adult and one or two peers.
Pre 3	CL.L.p3.8: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).	CL.L.p3.9: Actively engages in small group reading activities with purpose and understanding.
Pre 4	CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	CL.L.p4.10: Actively engages in large and small group reading activities with purpose and understanding.
Kindergarten	RL.K.10: Actively engage in group reading activities with purpose and understanding.	RI.K.13: Actively engages in individual or group readings of informational text with purpose and understanding.
	<i>Informational Text</i>	

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	<i>Key Ideas and Details</i>	<i>Incorporated into Literature section above</i>
Young Infant	CL.IT.i.1: See CL.L.i.1.	CL.L.i.1: Sits on an adult’s lap while being read to and gazes at pictures in books and pats individual pictures.
Mobile Infant	CL.IT.mi.1: Responds to a verbal prompt by pointing to requested picture. (e.g., “Oh look there is a cow, can you show me the cow?”)	CL.L.mi.1: Responds to a verbal prompt by pointing to a requested picture.
Toddler	CL.IT.t.1: With prompting and support, asks and answers simple questions about text using pictures. CL.IT.t.2: Retells some information from a familiar text using pictures or props as a support with close adult prompting (e.g., T: Here is a picture of a fire truck, what do you know about fire trucks?).	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.
Pre 3	CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text. CL.IT.p3.2: Retells some details of the text using pictures or props as a support.	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.
Pre 4	CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text. CL.IT.p4.2: With prompting and support, retells key details of a text. CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.	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.
Kindergarten	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.	RI.K.1: With prompting and support, asks and answers questions about key details in a text. RI.K.2: With prompting and support, identifies the main topic and retells key details of a text. RI.K.3: With prompting and support, describes the connection between two individuals, events, ideas or pieces of information in a text.
	<i>Informational Text</i>	
	<i>Craft and Structure</i>	<i>Incorporated into Literature section above</i>
Young Infant	CL.IT.i.2: Shows interest in books and pictures (e.g., cuddles and looks at caregiver’s face while being read to; follows caregiver’s gaze to look at a picture in a book; babbles while being read to).	CL.L.i.2: Shows interest in books, pictures, songs and rhyming.

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Mobile Infant	CL.IT.mi.2: Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to a picture of a dog and makes a barking noise).	CL.L.mi.2: Attends to reading books, telling stories and singing.
Toddler	CL.IT.t.3: Exhibits curiosity and interest in learning new vocabulary. CL.IT.t.4: Identifies the front cover of a book in order to orient the book correctly for reading.	CL.L.t.3: Actively participates in book reading, storytelling and singing. CL.L.t.4: Identifies the front cover of a book to orient the book correctly for reading.
Pre 3	CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary. CL.IT.p3.4: Identifies the front and back cover of a book. CL.IT.p3.5: Understands that books have both illustrations and print.	CL.L.p3.3: Exhibits curiosity and interest in learning new words. CL.L.p3.4: Interacts with a variety of books. CL.L.p3.5: Understands that books have both illustrations and print. CL.L.p3.6: Identifies the front and back cover of a book.
Pre 4	CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text. CL.IT.p4.5: Identifies the front cover, back cover and title page of a book. CL.IT.P6: With prompting and support describes the role of an author and an illustrator.	CL.L.p4.4: Asks and answers questions about unknown words in a book. CL.L.p4.5: Interacts with a larger variety of books and text. CL.L.p4.6: With prompting and support, describes the role of an author and an illustrator.
Kindergarten	RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. RI.K.5: Identify the front cover, back cover and title page of a book. 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.	RI.K.4: Asks and answers questions about unknown words in a text. RI.K.5: Identifies the front cover, back cover and title page of a book. RI.K.6: Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.
	<i>Informational Text</i>	
	<i>Integration of Knowledge and Ideas</i>	<i>Incorporated into Literature section above</i>
Young Infant	CL.IT.i.3: Randomly points to pictures in a book	CL.L.i.3: Shows interest in photographs of familiar people/objects.
Mobile Infant	CL.IT.mi.3: See CL.L.mi.3.	CL.L.mi.3: Points to familiar pictures in a book. CL.L.mi.4: Names familiar people/ objects in photographs.
Toddler	CL.IT.t.5: Draws meaning from pictures, print and text.	CL.L.t.7: Draws meaning from pictures, print and text.

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Pre 3	<p>CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.</p> <p style="text-align: center;">CL.IT.p3.7:</p> <p>Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).</p> <p>CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</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>
Pre 4	<p>CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.</p> <p style="text-align: center;">CL.IT.p4.8:</p> <p>With prompting and support answers “why” questions based on information presented in the text.</p> <p>CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</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>
Kindergarten	<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 style="text-align: center;">RI.K.9:</p> <p>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>	<p>RI.K.7: With prompting and support, describes 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, identifies the reasons an author gives to support points in a text.</p> <p>RI.K.9: With prompting and support, identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p>
	<i>Informational Text</i>	
	<i>Range of Reading and Level of Text Complexity</i>	<i>Incorporated into Literature section above</i>
Young Infant	CL.IT.i.4: Listens briefly to texts being read with an adult.	CL.L.i.4: Listens briefly to stories being read by an adult.
Mobile Infant	CL.IT.mi.4: Listens to texts being read by an adult	CL.L.mi.5: Listens to books and stories being read by an adult.
Toddler	CL.IT.t.6: See CL.L.t.6.	CL.L.t.8: Engages in reading activities with an adult and one or two peers.

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Pre 3	CL.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).	CL.L.p3.9: Actively engages in small group reading activities with purpose and understanding.
Pre 4	CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	CL.L.p4.10: Actively engages in large and small group reading activities with purpose and understanding.
Kindergarten	RI.K.10: Actively engage in group reading activities with purpose and understanding.	RI.K.13: Actively engages in individual or group readings of informational text with purpose and understanding.
	<i>Foundational Skills</i>	<i>Foundational Reading Skills</i>
	<i>Print Concepts</i>	<i>Print Concepts</i>
Young Infant	CL.F.i.1: Explores books by touching, patting and mouthing.	CL.F.i.1: Explores books by touching, patting and mouthing.
Mobile Infant	CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front). CL.F.mi.2: Plays with objects with letters on them (e.g., alphabet blocks).	CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front).
Toddler	CL.F.t.1 : Holds book right side up to look at pictures. CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).	CL.F.t.1: Holds a book right side up to look at pictures. CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning.
Pre 3	CL.F.p3.1: Demonstrates understanding of the organization and basic features of print. CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back). CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print). CL.F.p3.1c: Recognizes letters in their name.	CL.F.p3.1: Shows an understanding that print conveys meaning. CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back). CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print). CL.F.p3.1c: Recognizes letters in their name.

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Pre 4	<p>CL.F.p4.1: Demonstrates 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 letter.</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>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 uppercase and lowercase letters, in addition to those in first name.</p>
Kindergarten	<p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p style="text-align: right;">RF.K.1a:</p> <p>Follow words from left to right, top to bottom and page by page.</p> <p>RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1c: Understand that words are separated by spaces in print.</p> <p>RF.K.1d: Recognize and name all upper: and lowercase letters of the alphabet.</p>	<p>RF.K.1: Demonstrates understanding of the organization and basic features of print.</p> <p>RF.K.1.a: Follows words from left to right, top to bottom and page by page.</p> <p>RF.K.1.b: Recognizes that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.c: Understands that words are separated by spaces in print and can point with one-to-one correspondence.</p> <p>RF.K.1.d: Recognizes and names all uppercase and lowercase letters of the alphabet.</p>
	<i>Foundational Skills</i>	<i>Foundational Reading Skills</i>
	<i>Phonological Awareness</i>	<i>Phonological Awareness</i>
Young Infant	<p>CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).</p>	<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>
Mobile Infant	<p>CL.F.mi.3: Shows a varied response to sounds in the environment.</p> <p>CL.F.mi.4: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them (e.g., smiles, laughs, pats pictures with hand).</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>

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Toddler	<p>CL.F.t.3: Differentiates between sounds that are the same and different (e.g., bell vs. drum).</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.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>
Pre 3	<p>CL.F.p3.2: Plays with the sounds of language.</p> <p>CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).</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 (e.g., base+ball= baseball; / d+ad= dad).</p> <p>CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).</p>	<p>CL.F.p3.2: Plays with the sounds of language.</p> <p>CL.F.p3.2a: Distinguishes whether two words rhyme or not.</p> <p>CL.F.p3.2b: Blends compound words and syllables in spoken words.</p> <p>CL.F.p3.2c: Identifies two words that start with the same sound.</p>
Pre 4	<p>CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):</p> <p style="text-align: right;">CL.F.p4.2a: Recognizes and produces rhyming words.</p> <p>CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).</p> <p>CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d+/og/ = dog).</p> <p style="text-align: right;">CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words (e.g., cat starts with /c/).</p>	<p>CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds.</p> <p>CL.F.p4.2a: Recognizes rhyming words.</p> <p>CL.F.p4.2b: Produces rhyming words.</p> <p>CL.F.p4.2c: Blends syllables in spoken words.</p> <p>CL.F.p4.2d: Segments syllables in spoken word.</p> <p>CL.F.p4.2e: With prompting and support, blends and segments initial and ending sounds of single syllable words.</p> <p>CL.F.p4.2f: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words.</p> <p>CL.F.p4.3: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.</p>

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Kindergarten	<p>RF.K.2b: Count, pronounce, blend and segment syllables in spoken words.</p> <p>RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2d: Isolate and pronounce the initial, medial vowel and final sounds (i.e., phonemes) in three phoneme (i.e., consonant-vowel consonant or CVC) words.* *This does not include CVS ending with /l/, /r/ or /x/. RF.K.2e: Add or substitute individual sounds (i.e., phonemes) in simple, one-syllable words to make new words.</p>	<p>RF.K.2: Demonstrates understanding of phonemes (sounds).</p> <p>RF.K.2.a: Manipulates (segment, blend or substitute) sounds in the initial, final and medial positions (phonemic awareness).</p> <p>RF.K.2.b: Isolates and pronounces the initial, medial vowel and final phonemes (sounds)) in three phoneme (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: Counts, produces, blends and segments syllables in spoken words.</p> <p>RF.K.2.d: Blends and segments onsets and rimes (word families) of single syllable spoken words.</p>
	<i>Foundational Skills</i>	
	<i>Phonics and Word Recognition</i>	<i>Incorporated into Literature section above</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	N/A	Not yet age appropriate.
Toddler	N/A	Not yet age appropriate.
Pre 3	<p>CL.F.p3.3: Knows and applies age appropriate word analysis skills.</p> <p>CL.F.p3.3a: Begins to identify own name in print.</p> <p>CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.</p>	<p>CL.F.p3.3: Begins to recognize and “read” familiar words or environmental print.</p>
Pre 4	<p>CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.</p> <p>CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.</p> <p>CL.F.p4.3b: Identifies own name in print.</p> <p>CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.</p>	<p>CL.F.p4.3: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.</p>

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Kindergarten	<p>RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3c: Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>RF.K.2: Demonstrates understanding of phonemes (sounds).</p> <p>RF.K.2.a: Manipulates (segment, blend or substitute) sounds in the initial, final and medial positions (phonemic awareness).</p> <p>RF.K.2.b: Isolates and pronounces the initial, medial vowel and final phonemes (sounds)) in three phoneme (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: Counts, produces, blends and segments syllables in spoken words.</p> <p>RF.K.2.d: Blends and segments onsets and rimes(word families) of single syllable spoken words.</p>
	<i>Foundational Skills</i>	<i>Foundational Reading Skills</i>
	<i>Fluency</i>	<i>Fluency</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	CL.F.mi.5: Begins to vocalize as if reading when looking at a book.	CL.F.mi.4: Begins to vocalize as if reading when looking at a book.
Toddler	CL.F.t.5: “Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.	CL.F.t.5: Imitates reading in play.
Pre 3	CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading)	CL.F.p3.4: Begins to identify own name in print.
Pre 4		CL.F.p4.4: Identifies own name in print. CL.F.p4.4a: Recognizes and “reads” familiar words or environmental print.
Kindergarten	RF.K.4: Read emergent-reader texts with purpose and understanding.	RF.K.4: Reads decodable texts that support instruction.
	<i>Writing</i>	<i>Writing</i>
	<i>Text Types and Purposes</i>	
Young Infant	<p>CL.W.i.1: Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it again).</p> <p>CL.W.i.2: Grasps objects using entire hand.</p>	<p>CL.W.i.1: Shows ability to transfer and manipulate an object with hands.</p> <p>CL.W.i.2: Grasps objects using the entire hand.</p>
Mobile Infant	<p>CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).</p> <p>CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.</p>	<p>CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).</p> <p>CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.</p>

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Toddler	<p>CL.W.t.1: Uses thumb and fingers of one hand to hold writing tool.</p> <p>CL.W.t.2: Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).</p>	<p>CL.W.t.1: Uses thumb and fingers of one hand to hold writing tools.</p> <p>CL.W.t.2: Begins to use drawing to represent objects and ideas.</p>
Pre 3	<p>CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.</p>	<p>CL.W.p3.1: Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas.</p>
Pre 4	<p>CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.</p>	<p>CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.</p>
Kindergarten	<p>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 (e.g., My favorite book is ...).</p> <p>W.K.2: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</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.1: Uses 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 states an opinion or preference about the topic or book.</p> <p>W.K.2: Uses a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3: Uses 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>
	<i>Writing</i>	<i>Writing</i>
	<i>Production and Distribution of Writing</i>	<i>incorporated into Writing section above</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	N/A	Not yet age appropriate.
Toddler	N/A	Not yet age appropriate.

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Pre 3	<p>CL.W.p3.2: Uses consistent marks to represent name when writing.</p> <p>CL.W.p3.3: With guidance and support, imitates shapes and strokes.</p> <p>CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).</p>	<p>CL.W.p3.2: Uses consistent marks to represent their name when writing.</p> <p>CL.W.p3.3: With guidance and support, imitates shapes and strokes.</p> <p>CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas.</p>
Pre 4	<p>CL.W.p4.2: Recognizably writes a majority of the letters in their name.</p> <p>CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.</p> <p>CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).</p>	<p>CL.W.p4.2: Recognizably writes most of the letters in their name.</p> <p>CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.</p> <p>CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing.</p>
Kindergarten	<p>W.K.4: (Begins in grade 3)</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.</p> <p>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.5: With guidance and support from adults, responds to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6: With guidance and support from adults, explores a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	Writing	Writing
	Research to Build and Present Knowledge	incorporated into Writing section above
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	N/A	Not yet age appropriate.
Toddler	CL.W.t.3: Participates in conversations about past events.	Not yet age appropriate.
Pre 3	<p>CL.W.p3.5: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).</p> <p>CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.</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>

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	<u>2014</u>	<u>2024</u>
Pre 4	<p>CL.W.p4.5: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).</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>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>
Kindergarten	<p>W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite 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.7: Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.</p> <p>W.K.10: Demonstrates command of the conventions of standards English grammar and usage when writing.</p> <p>W.K.10.a: Correctly forms uppercase and lowercase letters with line awareness.</p> <p>W.K.10.b: Uses frequently occurring nouns and verbs in writing.</p> <p>W.K.10.c: Understands and uses question words.</p> <p>W.K.10.d: Uses the most frequently occurring prepositions in written work.</p> <p>W.K.10.e: Produces and expands complete sentences in shared language activities.</p> <p>W.K.11: Demonstrates command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>W.K.11.a: Capitalizes the first word in a sentence and the pronoun I.</p> <p>W.K.11.b: Recognizes and names end punctuation.</p> <p>W.K.11.c: Writes a letter or letters for most consonant and short vowel sounds.</p> <p>W.K.11.d: Spells simple words phonetically, drawing on knowledge of letter-sound relationships.</p>
	<i>Speaking & Listening</i>	<i>Speaking and Listening</i>
	<i>Comprehension and Collaboration</i>	<i>Conversation and Comprehension</i>

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	<u>2014</u>	<u>2024</u>
Young Infant	<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 (e.g., own name, bottle, mom).</p> <p>CL.SL.i.3: Uses gestures, movements or vocalizations to gain attention of a familiar person.</p>	<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>
Mobile Infant	<p>CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).</p> <p>CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around him or her (e.g., shakes head for “no”, says “mama”).</p> <p>CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).</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>
Toddler	<p>CL.SL.t.1: In a conversation with a peer or caregiver: CL.SL.t.1a: Answers simple questions and begins to ask questions using inflection and intonation.</p> <p>CL.SL.t.1b: 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.t.1: 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.1a: 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>

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	<u>2014</u>	<u>2024</u>
Pre 3	<p>CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.</p> <p>CL.SL.p3.1a: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).</p> <p style="text-align: right;">CL.SL.p3.1b: Continues a conversation through three or more exchanges.</p> <p>CL.SL.p3.2: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.</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>
Pre 4	<p>CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.</p> <p style="text-align: right;">CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="text-align: right;">CL.SL.p4.1b: Continues a conversation through multiple exchanges, staying on topic.</p> <p>CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.</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>

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	<u>2014</u>	<u>2024</u>
Kindergarten	<p>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b: Continue a conversation through multiple exchanges.</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p style="text-align: right;">SL.K.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood</p>	<p>SL.K.1: Participates 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: Confirms 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>
	<i>Speaking & Listening</i>	<i>Speaking and Listening</i>
	<i>Presentation of Knowledge and Ideas</i>	<i>Expressive Language</i>
Young Infant	<p>CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs.</p> <p style="text-align: right;">CL.SL.i.5: Uses differing cries to signal various needs.</p> <p>CL.SL.i.6: Uses some consonant vowel (CV) combinations (e.g., ba, pa,ma).</p>	<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>
Mobile Infant	<p>CL.SL.mi.4: Demonstrates an understanding of a few simple concepts (e.g., puts hands up to indicate they are “so big” or pulls hand away when something is hot).</p> <p>CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what child says.</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>
Toddler	<p>CL.SL.t.4: Uses words to label actions.</p> <p>Expresses wants and needs, likes and dislikes.</p> <p>CL.SL.t.6: Speaks so that familiar listeners are able to understand ideas, feeling and need.</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>

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	<u>2014</u>	<u>2024</u>
Pre 3	<p>CL.SL.p3.3: Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.</p> <p>CL.SL.p3.4: Able 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.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>
Pre 4	<p>CL.SL.p4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/ after) concepts to describe familiar people, places, things and events.</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>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>
Kindergarten	<p>SL.K.4: Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.</p>	<p>SL.K.4: Uses details to describe familiar people, places, things or events with prompting and support.</p> <p>SL.K.5: Adds 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>
	<i>Language</i>	<i>Language</i>
	<i>Conventions of Standard English</i>	<i>Conventions of Language</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	N/A	Not yet age appropriate.
Toddler	N/A	<p>CL.LS.t.1: Begins to use frequently occurring nouns and verbs when speaking.</p> <p>CL.LS.t.2: Begins to combine words.</p>

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	<u>2014</u>	<u>2024</u>
Pre 3	<p>CL.LS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CL.LS.p3.1a: Begins to make letter like forms and print some letters (e.g., letters in their name).</p> <p>CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.</p> <p>CL.LS.p3.1c: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>CL.LS.p3.1d: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).</p> <p>CL.LS.p3.1e: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</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.p3.1: Demonstrates an emerging understanding of the conventions of 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 three- to four 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>

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	<u>2014</u>	<u>2024</u>
Pre 4	<p>CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CL.LS.p4.1a: Prints some upper and lower-case letters (e.g., letters in their name).</p> <p>CL.LS.p4.1b: Uses frequently occurring nouns and verbs.</p> <p>CL.LS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).</p> <p>CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</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 (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.</p>	<p>CL.LS.p4.1: Demonstrates an emerging command of the conventions of grammar and usage when writing or speaking.</p> <p>CL.LS.p4.1a: Prints some uppercase and lowercase 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>

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	<u>2014</u>	<u>2024</u>
Kindergarten	<p>L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1a: Print many upper: and lowercase letters.</p> <p>L.K.1b: Use frequently occurring nouns and verbs.</p> <p>L.K.1c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p style="text-align: right;">L.K.1d:</p> <p>Understand and use question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1f: Produce and expand complete sentences in shared language activities.</p> <p style="text-align: right;">L.K.2:</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>L.K.2a: Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b: Recognize and name end punctuation.</p> <p>L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (i.e., phonemes).</p> <p style="text-align: right;">L.K.2d:</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>SL.K.7: Demonstrates command of the conventions of standards English grammar and usage when speaking.</p> <p>SL.K.7.a: Uses frequently occurring nouns and verbs in speech.</p> <p>SL.K.7.b: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>SL.K.7.c: Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>SL.K.7.d: Uses 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: Produces and expands complete sentences in shared language activities.</p> <p>SL.K.8: Uses words and phrases acquired through conversations, reading and read-alouds.</p>
	<i>Language</i>	<i>Language</i>
	<i>Vocabulary Acquisition and Use</i>	<i>Vocabulary Acquisition and Use</i>
Young Infant	<p>CL.LS.i.1: Recognizes the names of familiar people and objects (e.g., looks at mommy when someone says “where’s mommy?”, reaches for bottle when asked “do you want your bottle?”).</p>	<p>CL.LS.i.1: Recognizes the names of familiar people and objects.</p>
Mobile Infant	<p>CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around him/her (e.g., looks toward door when caregiver says, “Your daddy’s here”).</p>	<p>CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around them.</p>
Toddler	<p>CL.LS.t.1: Shows an understanding of requests and statements referring to familiar people and objects (e.g., when asked “Where is your bear,” child is able to retrieve the bear and show it to the caregiver or friend).</p>	<p>CL.LS.t.3: Shows an understanding of requests and statements referring to familiar people and objects.</p>

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	<u>2014</u>	<u>2024</u>
Pre 3	<p>CL.LS.p3.3: Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).</p> <p>CL.LS.p3.4: With guidance and support from adults, explores word relationships and nuances in word meanings.</p> <p>CL.LS.p3.4a: Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).</p> <p>CL.LS.p3.4b: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</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.p3.3: Provides a label when given a child-friendly definition of a familiar word.</p> <p>CL.LS.p3.4: Begins to demonstrate an understanding of some frequently occurring verbs and adjectives to name opposites.</p> <p>CL.LS.p3.4a: 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>
Pre 4	<p>CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison)</p> <p>CL.LS.p4.4: With guidance and support, explores word relationships and nuances in word meanings.</p> <p>CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p> <p>CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) 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>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.p4.4: Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites.</p> <p>CL.LS.p4.4a: 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>

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	<u>2014</u>	<u>2024</u>
Kindergarten	<p>L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p style="text-align: right;">L.K.4a: Identify new meanings for familiar words and use them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (i.e., antonyms).</p> <p>L.K.5c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p style="text-align: right;">L.K.6: Use words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>RL.K.11: Determines or clarifies the meaning of unknown and multiple meaning words and phrases to expand language comprehension.</p> <p>RL.K.11.a: Identifies new meanings for familiar words and applies 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, explores word relationships and nuances in word meanings to expand language comprehension.</p> <p>RL.K.12.a: Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>RL.K.12.b: Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>RL.K.12.c: Identifies real-life connections between words and their use (e.g., notes places at school that are colorful).</p> <p>RL.K.12.d: Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
	Mathematics	
	<i>Counting and Cardinality</i>	<i>Counting and Cardinality</i>
	<i>Know number names and the count sequence</i>	<i>Know number names and counting sequence</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	M.CC.mi.1: Names some number words but not in sequence.	M.CC.mi.1: Names some number words but not in sequence.
Toddler	M.CC.t.1: Verbally counts in sequence to 3.	M.CC.t.1: Verbally counts in sequence to three.
Pre 3	<p>M.CC.p3.1: Counts in sequence to 10.</p> <p>M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.</p>	<p>M.CC.p3.1: Counts in sequence to 10.</p> <p>M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.</p>

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Pre 4	<p>M.CC.p4.1: Counts in sequence to 30.</p> <p>M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).</p> <p>M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).</p>	<p>M.CC.p4.1: Counts in sequence to 20.</p> <p>M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).</p> <p>M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).</p>
Kindergarten	<p>M.CC.K.1: Count to 100 by ones and by tens.</p> <p>M.CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>M.CC.K.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 represent</p>	<p>K.CC.1: Counts to 100 by ones and by 10s.</p> <p>K.CC.2: Counts forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3: Writes numbers from 0 to 20.</p>
	<i>Counting and Cardinality</i>	<i>Counting and Cardinality</i>
	<i>Count to tell the number of objects</i>	<i>Count to identify the number of objects</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	<p>M.CC.mi.2: Attends to quantities when interacting with objects (e.g., communicates “more” and “all gone” when eating from a bowl of cheerios, fills containers of different sizes with objects).</p>	<p>M.CC.mi.2: Attends to quantities when interacting with objects.</p>
Toddler	<p>M.CC.t.2: Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much (e.g., uses words such as “one, two, more, little, a lot”).</p> <p>M.CC.t.3: Matches large pegs to holes using one-to-one correspondence.</p>	<p>M.CC.t.2: Shows understanding that numbers represent quantity and demonstrates understanding of words that identify how much.</p> <p>M.CC.t.3: Shows understanding of one-to-one correspondence.</p>
Pre 3	<p>M.CC.p3.3: Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).</p> <p>M.CC.p3.4: Spontaneously counts for own purposes.</p> <p>M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).</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>

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Pre 4	<p>M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <p>M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).</p> <p>M.CC.p4.4b1: Understands that the last number name said tells the numbers 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.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger. 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.p4.4: Understands that numbers represent quantities and that the last number name identifies the quantity of objects counted (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.p4.4b: 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 five things in a scattered configuration.</p>
Kindergarten	<p>M.CC.K.1: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>M.CC.K.1a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>M.CC.K.1b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>M.CC.K.1c: Understand that each successive number name refers to a quantity that is one larger.</p> <p>M.CC.K.2: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	<p>K.CC.4: Understands the relationship between numbers and quantities; connects counting to cardinality.</p> <p>K.CC.4a: 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>K.CC.4b: 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>K.CC.4c: Understands successive number name refers to a quantity that is one larger.</p> <p>K.CC.5: 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>
	<i>Counting and Cardinality</i>	<i>Counting and Cardinality</i>

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	<u>2014</u>	<u>2024</u>
	<i>Compare Numbers</i>	<i>Compare Numbers</i>
Young Infant	M.CC.i.1: Holds an object in each hand.	M.CC.i.1: Holds an object in each hand.
Mobile Infant	M.CC.mi.3: Places objects using one to one correspondence but does not fully understand this created equal groups (e.g., child places one toy in each container during play but doesn't understand there are the same number of toys and containers).	M.CC.mi.3: Places objects using one-to-one correspondence but does not fully understand this creates equal groups.
Toddler	M.CC.t.4: Demonstrates an understanding that one collection has more than another when the collections are quite different in size (one collection is at least twice the other).	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).
Pre 3	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. M.CC.p3.7: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to five. M.CC.p3.7: When shown a collection of up to three items, creates another collection of equal amounts.
Pre 4	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 by using matching and counting strategies (e.g., compares the number of letters in their friend's names and indicates who has more or less). M.CC.p4.7: Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items). M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	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. M.CC.p4.7: Subitizes to five. M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals.
Kindergarten	M.CC.K.1: Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g., by using matching and counting strategies). M.CC.K.2: Compare two numbers between 1 and 10 presented as written numerals.	K.CC.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). K.CC.7: Compares two numbers between 1 and 10 presented as written numerals
	<i>Operations and Algebraic Thinking</i>	<i>Operations and Algebraic Thinking</i>

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	<u>2014</u>	<u>2024</u>
	<i>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from</i>	<i>Understand addition as putting together and subtraction as taking from.</i>
Young Infant	M.OA.i.1: Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).	Not yet age appropriate.
Mobile Infant	M.OA.mi.1: Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo).	Not yet age appropriate.
Toddler	<p>M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates “I have more”).</p> <p>M.OA.t.2: Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a repeating pattern in a storybook (e.g., “Brown Bear, Brow</p>	<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>
Pre 3	<p>M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).</p> <p>M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.</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>
Pre 4	<p>M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).</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 (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100’s chart).</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>

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	<u>2014</u>	<u>2024</u>
Kindergarten	<p>M.OA.K.1: Represent 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: Solve addition and subtraction word problems and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>M.OA.K.3: Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>M.OA.K.4: For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation.</p> <p>M.OA.K.5: Fluently add and subtract within 5.</p>	<p>K.OA.1: Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations. K.OA.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 style="text-align: right;">K.OA.3:</p> <p>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., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p style="text-align: right;">K.OA.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 records the answer with a drawing or equation.</p> <p>K.OA.5: Fluently adds and subtracts within 5.</p>
	<i>Measurement & Data</i>	<i>Measurement and Data</i>
	<i>Describe and compare measurable attributes</i>	<i>Describe and compare measurable attributes.</i>
Young Infant	M.MD.i.1: Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).	M.MD.i.1: Explores properties of objects.
Mobile Infant	M.MD.mi.1: Shows awareness of the size of objects where the size difference is great (e.g., communicates “big ball”, shows a preference for the bigger over the smaller toy).	M.MD.mi.1: Shows awareness of the size of objects where the size difference is great.
Toddler	M.MD.t.1: Starts to use words to describe measurable attributes (e.g., big, heavy, empty).	M.MD.t.1: Starts to use words to describe measurable attributes.
Pre 3	M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims “That’s heavier!”).	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.

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	<u>2014</u>	<u>2024</u>
Pre 4	<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 (e.g., compare the heights of two children and describe one child as taller or shorter).</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 than”/“less than” the attribute.</p>
Kindergarten	<p>M.MD.K.1: Describe measurable attributes of objects (e.g., length or weight). Describe several measurable attributes of a single object.</p> <p>M.MD.K.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of ”/“less of ” the attribute and describe the difference (e.g., directly compare the heights of two children and describe one child as taller/ shorter).</p>	<p>K.MD.1: Describes measurable attributes of objects (e.g., length or weight). Describes several measurable attributes of a single object.</p> <p>K.MD.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>
	<i>Measurement & Data</i>	<i>Measurement and Data</i>
	<i>Classify objects and count the number of objects in each category</i>	<i>Classify objects and count the number of objects in each category.</i>
Young Infant	M.MD.i.2: Notices the difference between familiar and unfamiliar	Not yet age appropriate.
Mobile Infant	M.MD.mi.2 Matches two objects that are the same and selects similar items from a group (e.g., matches two identical toys, points out all the blue plates at snack).	M.MD.mi.2: Matches two objects that are the same and selects similar items from a group.
Toddler	<p>M.MD.t.2: Groups two or more objects by one attribute (e.g., labels all the big animals “mama” and the small animals “baby”, puts all the red items in one pile and the non red items in another).</p> <p>M.MD.t.3: Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing)</p>	<p>M.MD.t.2: Groups two or more objects by one attribute.</p> <p>M.MD.t.3: Names groups of one to two items (precursor to subitizing).</p>
Pre 3	M.MD.p3.2: Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).	M.MD.p3.2: Sorts objects into two or more groups by their properties or uses.

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	<u>2014</u>	<u>2024</u>
Pre 4	<p>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.</p> <p>M.MD.p4.4: Collects data by categories to answer simple questions.</p>	<p>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), and makes comparisons between the categories based on quantity.</p> <p>M.MD.p4.4: Collects data by categories to answer simple questions.</p>
Kindergarten	<p>M.MD.K.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>K.MD.3: Classifies objects into given categories, counts the numbers of objects in each category, and sorts the categories by count.</p>
	<i>Geometry</i>	<i>Geometry</i>
	<i>Identify and Describe Shapes</i>	<i>Identify and describe shapes.</i>
Young Infant	<p>M.G.i.1: Exhibits some sense of size, color and shape recognition of objects in the environment.</p>	<p>M.G.i.1: Focuses attention on size, color and shape of objects in the environment.</p>
Mobile Infant	<p>M.G.mi.1: Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).</p>	<p>M.G.mi.1: Explores geometric shapes through manipulating objects.</p>
Toddler	<p>(Circles, squares, typical triangles)</p> <p>M.G.t.1: Demonstrates an understanding of simple location/position words (e.g., under, in, out).</p> <p>M.G.t.2: Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).</p>	<p>M.G.t.1: Matches basic shapes with different orientations and sizes. (Circles, squares, typical triangles)</p> <p>M.G.t.2: Demonstrates an understanding of simple location/position words.</p>
Pre 3	<p>(Squares, circles, triangles, rectangles)</p> <p>M.G.p3.1: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).</p> <p>M.G.p3.2: Correctly names shapes regardless of their orientations or overall size.</p>	<p>M.G.p3.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles)</p> <p>M.G.p3.2: Describes objects in the environment using names of shapes, uses actions and words to indicate relative positions of these objects.</p>

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	<u>2014</u>	<u>2024</u>
Pre 4	<p>(Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)</p> <p>M.G.p4.1: 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.p4.2: Correctly name shapes regardless of their orientations or overall size</p>	<p>M.G.p4.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)</p> <p>M.G.p4.2: Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms.</p>
Kindergarten	<p>(Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)</p> <p>M.G.K.1: Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).</p> <p>M.G.K.2: Correctly name shapes regardless of their orientations or overall size.</p> <p>M.G.K.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>	<p>K.G.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). (Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)</p> <p>K.G.2: Correctly names shapes regardless of their orientations or overall size.</p> <p>K.G.3: Identifies shapes as two dimensional (lying in a plane, “flat”) or three-dimensional (solid”).</p>
	<i>Geometry</i>	<i>Geometry</i>
	<i>Analyze, compare, create and compose shapes</i>	<i>Analyze, compare, create and compose shapes.</i>
Young Infant	M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.
Mobile Infant	M.G.mi.2: Uses trial and error strategies to fit objects together (e.g., experiments with how objects fit in space: stack, sorts, dumps, pushes, pulls, twists, turns).	M.G.mi.2: Uses trial-and error strategies to fit objects together.
Toddler	M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.	M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.
Pre 3	<p>M.G.p3.3: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).</p> <p>M.G.p3.4: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.</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>

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	<u>2014</u>	<u>2024</u>
Pre 4	<p>M.G.p4.3: 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). M.G.p4.4: Creates shapes during play by building, drawing, etc. M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.</p>	<p>M.G.p4.3: Analyzes and compares two- and three dimensional shapes of different sizes and orientations. Describes similarities, differences, parts and other attributes. M.G.p4.4: Creates shapes during play by building, drawing, etc. M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.</p>
Kindergarten	<p>M.G.K.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). M.G.K.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. M.G.K.6: Compose simple shapes to form larger shapes (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).</p>	<p>K.G.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). K.G.5: Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.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	
	N/A	<i>Scientific Inquiry</i>
Young Infant		S.SI.i.1: Uses senses to investigate their environment by mouthing, touching, shaking or dropping.
Mobile Infant		S.SI.mi.1: Acts intentionally to achieve a goal or when manipulating an object.
Toddler		S.SI.t.1: Uses five senses to observe objects, materials, organisms and events
Pre 3		<p>S.SI.p3.1: Observes and experiments with how things work, seeks information from others. S.SI.p3.2: Provides simple verbal or signed descriptions. S.SI.p3.3: Begins to look for answers through active investigation.</p>

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	<u>2014</u>	<u>2024</u>
Pre 4		<p>S.SI.p4.1: Makes increasingly complex observations of objects, materials, organisms and events.</p> <p>S.SI.p4.2: Provides greater detail in descriptions.</p> <p>S.SI.p4.3: Asks questions, predicts, experiments, draws conclusions and explains results.</p>
Kindergarten		No specific standards.
	<i>Motion & Stability: Forces & Interactions</i>	<i>Movement and Simple Machines</i>
Young Infant	<p>S.i.1: Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).</p> <p>S.i.2: Repeats behaviors to figure out cause and effect (e.g., shakes a rattle to make the sound; toy released from up high always drops down).</p>	<p>S.MS.i.1: Occasionally uses simple problem-solving to reach objects.</p> <p>S.MS.i.2: Repeats behaviors to figure out cause and effect.</p>
Mobile Infant	<p>S.mi.1: Purposefully initiates actions on objects to make things happen (e.g., banging on pots / pan, touches different parts of a musical toy to make the music start again).</p> <p>S.mi.2: Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).</p>	<p>S.MS.mi.1: Purposefully initiates actions on objects to make things happen.</p> <p>S.MS.mi.2: Notices objects in motion and acts on that object to replicate the motion.</p>
Toddler	<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 (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).</p>	<p>S.MS.t.1: Demonstrates an understanding of basic cause and effect.</p> <p>S.MS.t.2: Acts upon objects to see any novel movement their action causes.</p>
Pre 3	<p>S.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).</p>	<p>S.MS.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.</p>
Pre 4	<p>S.p4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).</p> <p style="text-align: center;">S.p4.2: Recognizes and describes the effect of his/her own actions on objects.</p>	<p>S.MS.p4.1: Describes and compares the effects of common forces (like push and pull) on objects and the impact of gravity, magnetism and mechanical forces, such as ramps, gears, pendulums and other simple machines.</p> <p>S.MS.p4.2: Recognizes and describes the effect of his/her own actions on objects.</p>

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	<u>2014</u>	<u>2024</u>
Kindergarten	<p>K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p style="text-align: right;">K-PS3-C:</p> <p>Relationship between energy and forces. A bigger push or pull makes things go faster.</p> <p>K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull.</p> <p style="text-align: right;">K-PS2-A:</p> <p>Forces and Motion pushes and pulls can have different strengths and directions.</p> <p>K-PS2-B: Types of Interactions when objects touch or collide, they push one another and can change motion.</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>
	<i>Energy</i>	<i>Environment and Climate</i>
Young Infant	N/A	N/A
Mobile Infant	N/A	N/A
Toddler	N/A	N/A
Pre 3	S.p3.2: Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “ It’s hot out here in the sun.” “At night it gets dark because the sun goes away”).	N/A
Pre 4	S.p4.3: Demonstrates an understanding that the sun provides light and warmth.	S.EC.p4.4: Demonstrates an understanding that the sun provides light and warmth.
Kindergarten	<p>K-PS3-1: Make observations to determine the effect of sunlight on Earth’s surface.</p> <p>K-PS3-2: Use 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- sunlight warms the Earth’s surface.</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>
	<i>From Molecules to Organisms: Structures& Processes</i>	<i>Living Things</i>
Young Infant	S.i.3: Shows interest in animals.	S.LT.i.1: Shows interest in animals and living things.
Mobile Infant	S.mi.3: Shows interest in living things and observes and/or engages with them in a respectful way (e.g., is gentle with animals, plants).	S.LT.mi.1: Shows interest in and engages with living things.

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	<u>2014</u>	<u>2024</u>
Toddler	<p>S.t.3: Names familiar objects, animals, body parts (e.g., arm, hand, arm).</p> <p>S.t.4: Begins to identify traits of living things (e.g., the sound a duck makes).</p> <p>S.t.5: Demonstrates an understanding that people and animals need food and water to live.</p>	<p>S.LT.t.1: Names familiar objects, animals, body parts.</p> <p>S.LT.t.2: Begins to identify traits of living things, such as the need for food and water to survive.</p>
Pre 3	<p>S.p3.3: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.</p> <p>S.p3.4: Understands that living things need air, water and food.</p>	<p>S.LT.p3.1: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.</p> <p>S.LT.p3.2: Understands that living things need water and food.</p>
Pre 4	<p>S.p4.4: Asks /answers questions about objects, organisms and events in their environments.</p> <p>S.p4.5: Understands and is able to explain why plants and animals need air, food and water.</p>	<p>S.LT.p4.1: Asks/answers questions about objects, organisms and events in their environments.</p> <p>S.LT.p4.2: Understands plants and animals need air, food and water.</p>
Kindergarten	<p>K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>K-LS1-C: Organization for Matter and Energy Flow in Organisms- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</p>	<p>K-LS1-1: Uses observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>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.</p>
	<i>Earth's Systems</i>	Environment and Climate
Young Infant	S.i.4: Turns head toward or away from weather.	Not yet age appropriate.
Mobile Infant	S.mi.4: Demonstrates a variety of responses to changes in weather.	Not yet age appropriate.
Toddler	S.t.6: Beginning to identify weather occurrences (e.g., sun, rain, snow).	S.EC.t.1: Beginning to identify basic weather occurrences.
Pre 3	<p>S.p3.5: Identifies weather occurrences (e.g., sun, rain and snow).</p> <p>S.p3.6: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).</p>	S.EC.p3.1: Makes simple observations of the weather.

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	<u>2014</u>	<u>2024</u>
Pre 4	<p>S.p4.6: Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).</p> <p>S.p4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons.</p> <p>S.p4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have an on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).</p>	<p>S.EC.p4.1: Observes and discusses changes in weather and seasons using common weather-related vocabulary.</p> <p>S.EC.p4.2: Observes and explains how plants and animals respond to changes in the environment and in seasons.</p> <p>S.EC.p4.3: Understands how actions people take may change the environment and the impact actions have on the environment.</p> <p>S.EC.p4.4: Demonstrates an understanding that the sun provides light and warmth.</p> <p>S.EC.p4.5: Demonstrates an understanding that different weather conditions require different clothing or accessories.</p>
Kindergarten	<p>K-ESS2-1: Use and share observations of local weather conditions to describe patters over time.</p> <p>K-ESS2-D: Weather and Climate weather is the combination of sunlight, wind, snow or rain and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.</p> <p>K-ESS2-1: Construct 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 - plants and animals can change their environment.</p> <p>K-ESS3-C: Human Impacts on Earth Systems- Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.</p>	<p>K-ESS2-1: Uses and share observations of local weather conditions to describe patterns over time.</p> <p>K-ESS2-D: Weather and climate: Understands that weather is the 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 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>
	<i>Earth & Human Activity</i>	<i>Habitats and Human Impact</i>

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	<u>2014</u>	<u>2024</u>
Young Infant	N/A	S.HHI.i.1: Observes animals in their natural habitat.
Mobile Infant	N/A	S.HHI.mi.1: Begins to observe and place animals in categories (farm, zoo, etc.).
Toddler	<p>S.t.7: Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water).</p> <p>S.t.8: Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.</p>	<p>S.HHI.t.1: Demonstrates an understanding that people and animals can live in different places.</p> <p>S.HHI.t.2: Enacts animals' activities in pretend play.</p>
Pre 3	<p>S.p3.7: Comments on an animal's appearance, behavior or habitat.</p> <p>S.p3.8: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).</p> <p>S.p3.9: Makes comments about the weather. (e.g., it's cold, it's windy).</p> <p>S.p3.10: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).</p>	<p>S.HHI.p3.1: Comments on an animal's appearance, behavior or habitat.</p> <p>S.HHI.p3.2: Acquires and uses basic vocabulary for plants, animals and humans.</p> <p>S.HHI.p3.3: With adult direction, participates in activities to preserve the environment.</p>
Pre 4	<p>S.p4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).</p> <p>S.p4.10: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).</p> <p>S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).</p> <p>S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).</p>	<p>S.HHI.p4.1: Demonstrates an understanding that living things exist in different habitats.</p> <p>S.HHI.p4.2: Demonstrates ways in which the environment provides natural resources that are needed by people.</p> <p>S.HHI.p4.3: Recognizes actions impact the environment.</p>

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	<u>2014</u>	<u>2024</u>
Kindergarten	<p>K-ESS3-1: Use 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 Living things need water, air and resources from the land and they live in places that have the things they need. Humans use natural resources for everything they do.</p> <p>K-ESS3-2: Ask 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- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.</p> <p>K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air and/ or other living things in the local environment.</p> <p>ESS3-C: Human Impacts on Earth Systems- things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things.</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; understands 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: Biology: 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>
	Social Studies	
	<i>Government</i>	<i>Community</i>
Young Infant	SS.i.1: Shows awareness of self and of other people.	SS.C.i.1: Shows awareness of self and others.
Mobile Infant	SS.mi.1: Prefers familiar adults over strangers.	SS.C.mi.1: Prefers familiar adults over strangers.
Toddler	SS.t.1: Identifies family members by name.	SS.C.t.1: Identifies family members by name.
Pre 3	SS.p3.1: Names family members by relationships (e.g., dad, sister, cousin).	SS.C.p3.1: Names family members by relationships.
Pre 4	SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	SS.C.p4.1: Identifies leaders at home and school.

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	<u>2014</u>	<u>2024</u>
Kindergarten	<p>SS.K.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).</p>	<p>Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences. History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:</p> <ul style="list-style-type: none"> • Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate. • Every choice comes with a cost. • Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.
	<i>Economics</i>	<i>Economics</i>
Young Infant	SS.i.2: Demonstrates beginning awareness of objects in the environment.	SS.E.i.1: Demonstrates a beginning awareness of objects in the environment.
Mobile Infant	SS.mi.2: Identifies objects as “mine”.	SS.E.mi.1: Identifies objects as “mine.”
Toddler	SS.t.2: Shares with others and takes turns with adult guidance.	SS.E.t.1: Begins to share with others and take turns with adult guidance.
Pre 3	<p>SS.p3.2: Trades or exchanges materials or objects with others.</p> <p>SS.p3.3: Discriminates between “yours” and “mine.”</p>	<p>SS.E.p3.1: Trades or exchanges materials or objects with others.</p> <p>SS.E.p3.2: Discriminates between “yours” and “mine.”</p>
Pre 4	<p>SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available).</p> <p>SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.</p>	<p>SS.E.p4.1: Recognizes that people have wants and must make choices because resources and materials are limited.</p> <p>SS.E.p4.2: Demonstrates an understanding that money can be exchanged for goods and services.</p>

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	<u>2014</u>	<u>2024</u>
Kindergarten	<p>SS.K.1: Understands that a person cannot have everything he/she wants, so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer).</p> <p>SS.K.2: Explains what he/she gives up when a choice is made.</p> <p>SS.K.3: Understands the use of money to purchase goods and services.</p> <p>SS.K.4: Discusses the benefits of saving money.</p> <p>SS.K.5: Gives examples of types of jobs that he/she does within the family</p>	<p>Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences.</p> <p>History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:</p> <ul style="list-style-type: none"> • Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate. • Every choice comes with a cost. • Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.
	<i>Geography</i>	<i>Geography</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	SS.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.	SS.G.mi.1: Demonstrates an understanding that objects and persons exist when not in sight.
Toddler	SS.t.3: Talks about objects and people in familiar environments (e.g., home, grocery store).	SS.G.t.1: Talks about objects and people in familiar environments.
Pre 3	<p>SS.p3.4: Uses words to indicate direction.</p> <p>SS.p3.5: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).</p> <p style="text-align: center;">SS.p3.6:</p> <p>Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.</p>	<p>SS.G.p3.1: Uses words to indicate direction.</p> <p>SS.G.p3.2: Creates representations of familiar places through various materials, like building a fire station with blocks or drawing a picture of a home.</p> <p>SS.G.p3.3: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.</p>

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	<u>2014</u>	<u>2024</u>
Pre 4	<p>SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/ down, here/there).</p> <p>SS.p4.5: Creates simple “maps” or drawings of familiar places.</p> <p>SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).</p> <p>SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat).</p> <p style="text-align: right;">SS.p4.8:</p> <p>With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).</p>	<p>SS.G.p4.1: Identifies and correctly uses terms related to location, direction and distance.</p> <p>SS.G.p4.2: Creates simple “maps” or drawings of familiar places.</p> <p>SS.G.p4.3: Matches objects to usual locations and identifies features of familiar places.</p>
Kindergarten	<p>SS.K.6: Identifies and correctly uses terms related to location, direction and distance (e.g., up/ down, left/right, near/far, here/ there).</p> <p>SS.K.7: Locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).</p> <p>SS.K.8: Describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).</p> <p>SS.K.9: Describes seasonal changes and how they affect an individual.</p> <p>SS.K.10: Identifies ways people can maintain or improve the quality of their environment.</p>	<p>Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences.</p> <p>History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:</p> <ul style="list-style-type: none"> • Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate. • Every choice comes with a cost. • Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.
	<i>Kansas, United States & World History</i>	<i>Kansas, United States and World History</i>
Young Infant	N/A	Not yet age appropriate.
Mobile Infant	SS.mi.4: Recognizes and anticipates familiar routines.	SS.H.mi.1: Recognizes and anticipates familiar routines.
Toddler	<p>SS.t.4: Identifies routines and common occurrences in his/her life.</p> <p>SS.t.5: Recognizes the start and end of an event (e.g., clapping at the end of a song).</p>	SS.H.t.1: Identifies routines and common occurrences in his/her life.

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	<u>2014</u>	<u>2024</u>
Pre 3	<p>SS.p3.7 Questions why and/or how people are similar or different.</p> <p>SS.p3.8: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...” , “ or before I moved into my new house...”).</p>	<p>SS.H.p3.1: Uses words or phrases that differentiate between events that occur within a timeline of the past, the present and the future (e.g., “when I was a baby...” or “before I moved into my new house...”).</p>
Pre 4	<p>SS.p4.9 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.</p> <p>SS.p4.10: Names city and state where he/she lives.</p> <p>SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).</p>	<p>SS.H.p4.1: Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.</p> <p>SS.H.p4.2: Names city and state where he/she lives.</p> <p>SS.H.p4.3: Demonstrates an understanding of time in the context of daily experiences.</p>
Kindergarten	<p>SS.K.11: Identifies and explains how tools and technology used in the home/school meet people’s needs.</p> <p>SS.K.12: Explains how each individual has a personal history.</p> <p>2. (A) compares and contrasts his/her own life with life in a city and/or a rural community.</p> <p>SS.K.13: Identifies family customs and traditions and explains their importance.</p> <p>SS.K.14: Understands that Kansas is a state in the United States and the significance of Kansas Day as the celebration of the state’s birthday.</p> <p>SS.K.15: Locates the state of Kansas using a map of the United States.</p> <p>SS.K.16: Recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo).</p> <p>SS.K.17: Places events in sequential order.</p> <p>SS.K.18: Uses information to find main idea.</p> <p>SS.K.19: Scans historic photographs to gain information.</p> <p>SS.K.20: Asks questions, shares information and discusses ideas about the past.</p>	<p>Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences. History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:</p> <ul style="list-style-type: none"> • Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate. • Every choice comes with a cost. • Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.
	Creative Arts	

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	<u>2014</u>	<u>2024</u>
	<i>Dance</i>	<i>Dance</i>
	<i>Physical</i>	
Young Infant	CA.i.1: Physical: CA.i.1a: Moves body parts (e.g., sits with support). CA.i.1b: Can focus on an object and follow it with focus.	PHD.GMS.i.1: Crawls through and around objects. PHD.GMS.i.2: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements.
Mobile Infant	CA.mi.1: Physical: CA.mi.1a: Pulls up to standing. CA.mi.1b: Sits without support.	PHD.FMS.mi.1: Coordinates the use of arms, hands and fingers to accomplish tasks. PHD.FMS.mi.2: Coordinates eye-hand movements.
Toddler	CA.t.1: Physical: CA.t.1a: Moves head, arms, legs, knees, elbows, fingers, toes in isolation. CA.t.1b: Walks, runs, jumps.	PHD.GMS.t.3: Begins to run. PHD.FMS.t.1: Coordinates the use of arms, hands and fingers to accomplish more complex tasks.
Pre 3	CA.p3.1: Physical: CA.p3.1a: Explores moving all body parts in isolation. CA.p3.1b: Explores cross lateral movements.	CA.D.p3.1: Explores moving all body parts in isolation. CA.D.p3.1a: Explores cross lateral movements.
Pre 4	CA.p4.1: Physical: CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot. CA.p4.1b: Skips, slides, leaps	CA.D.p4.1: Explores one body part in conjunction with other body parts, balances on one foot. CA.D.p4.1a: Skips, slides, leaps.
Kindergarten	N/A	DA:Pr4.1.K Physical a. Makes still and moving body shapes that show lines (for example, straight, bent and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and works with others to change its dimensions.
	<i>Dance</i>	<i>Dance</i>
	<i>Responding</i>	
Young Infant	CA.i.2: Responding: CA.i.2a: Responds to sounds, visual images and motions.	CA.D.i.1: Responds to sounds, visual images and motions.
Mobile Infant	CA.mi.2: Responding: CA.mi.2a: Reacts to vocal or observed cues. CA.mi.2b: Responds to movement that has a beat or rhythm. CA.mi.2c: Follows some observed actions.	CA.D.mi.1: Responds to familiar movement that has a beat or rhythm.

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	<u>2014</u>	<u>2024</u>
Toddler	<p>CA.t.2: Responding: CA.t.2a: When asked, moves forward, backwards, up and, down. CA.t.2b: Begins to balance on one foot. CA.t.2c: Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body</p>	<p>CA.D.t.1: Bends, reaches, stretches, rocks, sways, shakes and kicks different parts of the body in response to music.</p>
Pre 3	<p>CA.p3.2: Responding: CA.p3.2a: Moves one body part in response to a simple rhythm pattern. CA.p3.2b: Demonstrates the difference between still and moving. CA.p3.2c: Moves over, under and around objects.</p>	<p>CA.D.p3.2: Moves one body part in response to a simple rhythm pattern. CA.D.p3.2a: Demonstrates the difference between still and moving. CA.D.p3.2b: Moves over, under and around objects.</p>
Pre 4	<p>CA.p4.2: Responding: CA.p4.2a: Dances to music with varying tempos. CA.p4.2b: Creates simple rhythm patterns and is able to repeat them. CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve. CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).</p>	<p>CA.D.p4.2: Dances to music with varying tempos. CA.D.p4.2a: Creates simple rhythm patterns and is able to repeat them. CA.D.p4.2b: Moves through combinations of pathways, straight, zigzag, diagonal and curve. CA.D.p4.2c: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).</p>
Kindergarten	N/A	<p>DA:Pr4.1.K Physical b. Demonstrates tempo contrasts with movements that match to tempo of sound stimuli. C. Identifies and applies different characteristics to movements (for example, slow, smooth or wavy).</p>
	<i>Dance</i>	<i>Dance</i>
	<i>Creating</i>	
Young Infant	<p>CA.i.3: Creating: CA.i.3a: Reaches for caregiver and objects.</p>	<p>PHD.GMS.i.3: Reaches for objects.</p>
Mobile Infant	<p>CA.mi.3: Creating: CA.mi.3a: Starts and stops with music cues with adult guidance. CA.mi.3b: Explores bending, stretching, small and big.</p>	<p>CA.D.mi.2: Starts and stops with music cues with adult guidance. CA.D.mi.2a: Explores bending and stretching, small and big</p>
Toddler	<p>CA.t.3: Creating: CA.t.3a: Stops and starts with music cues. CA.t.3b: Improvises movement to fast and slow music.</p>	<p>CA.D.t.2: Stops and starts with music cues. CA.D.t.2a: Improvises movement to fast and slow music.</p>

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	<u>2014</u>	<u>2024</u>
Pre 3	<p>CA.p3.3: Creating: CA.p3.3a: Creates high, medium and low shapes. CA.p3.3b: Explores and creates patterns. Combines axial and locomotor movements together.</p>	<p>CA.D.p3.3: Creates high, medium and low shapes. CA.D.p3.3a: Explores and creates patterns. CA.D.p3.3b: Combines axial and locomotor movements together.</p>
Pre 4	<p>CA.p4.3: Creating: CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas. CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.</p>	<p>CA.D.p4.3: Creates movement based on imagery from pictures, books or other ideas.</p>
Kindergarten		<p>DA:Pr5.1.K: Physical a. Demonstrates same-side and crossbody locomotor and nonlocomotor movements, body patterning movements and body shapes. b. Moves safely in general space; starts and stops on cue during activities; group formations; and uses creative explorations while maintaining personal space. c. Moves body parts in relation to other body parts and repeats and recalls movements upon request. DA:Pr6.1.K: Physical a. Dances for and with others in a designated space. b. Selects a prop to use as part of a dance.</p>
	<i>Dance</i>	<i>Dance</i>
	<i>Understanding</i>	
Young Infant	<p>CA.i.4: Understanding: CA.i.4a: Moves body when happy and excited.</p>	<p>CA.D.i.2: Moves body when happy and excited.</p>
Mobile Infant	<p>CA.mi.4: Understanding: Controls some body movements. Demonstrates following simple directions.</p>	<p>CA.mi.4a: CA.mi.4b: CA.D.mi.3: Controls some body movements. CA.D.mi.3a: Demonstrates following simple directions.</p>
Toddler	<p>CA.t.2: Understanding: CA.t.2a: Stops and starts with music cues. CA.t.2b: Improvises movement to fast and slow music.</p>	<p>CA.D.t.2: Stops and starts with music cues. CA.D.t.2a: Improvises movement to fast and slow music.</p>
Pre 3	<p>CA.p3.4: Understanding: CA.p3.4a: Listens to musical cues and teacher instruction. CA.p3.4b: Dances with purpose attentive to music and instruction.</p>	<p>CA.D.p3.4: Listens to musical cues and teacher instruction. CA.D.p3.4a: Dances with purpose attentive to music and instruction.</p>

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	<u>2014</u>	<u>2024</u>
Pre 4	CA.p4.4: Understanding: Able to listen and carry out instruction. CA.p4.4b: Able to create movement and discovery.	CA.D.p4.4: Demonstrates the ability to listen and carry out instruction. CA.D.p4.4a: Demonstrates the ability to create movement and discovery and maintain spatial awareness
Kindergarten		
	<i>Music</i>	<i>Music</i>
	<i>Physical</i>	
Young Infant	CA.i.5: Physical: CA.i.5a: Attends to sounds. CA.i.5b: Begins to make vocal sounds.	CA.M.i.1: Attends to sounds through music exposure. CA.M.i.2: Begins to make vocal sounds.
Mobile Infant	CA.mi.5: Physical: CA.mi.5a: Responds physically to various rhythmic patterns in sound. CA.mi.5b: Vocalizes in response to rhythm.	CA.M.mi.1: Responds physically to various rhythmic patterns in sound. CA.M.mi.1a: Vocalizes in response to rhythm.
Toddler	CA.t.5: Physical: CA.t.5a: Begins to verbalize words to simple songs.	CA.M.t.1: Begins to verbalize words to simple songs.
Pre 3	CA.p3.5: Physical: CA.p3.5a: Repeats sound and rhythm patterns. Sings simple songs.	CA.M.p3.1: Repeats sound and rhythm patterns. CA.M.p3.2: Sings familiar, simple songs.
Pre 4	CA.p4.5: Physical: CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.	CA.M.p4.1: Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).
Kindergarten		Pr.1.K Physical: With guidance, demonstrates and states personal interest in varied musical selections. Pr.2.K Physical: 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.
	<i>Music</i>	<i>Music</i>
	<i>Responding</i>	
Young Infant	CA.i.6: Responding: CA.i.6a: Moves body to music.	CA.M.i.3: Moves body to music.
Mobile Infant	CA.mi.6: Responding: CA.mi.6a: Identifies sources of sounds (i.e., dog, cat, car, etc.). CA.mi.6b: Moves to music-rhythm	CA.M.mi.2: Identifies sources of sounds (i.e., dog, cat, car, etc.). CA.M.mi.2a: Moves to music rhythm.

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	<u>2014</u>	<u>2024</u>
Toddler	<p>CA.t.6: Responding: CA.t.6a: Responds to tempos presented in a variety of ways: physically, verbally, with instruments.</p>	<p>CA.M.t.2: Responds to tempos presented in a variety of ways (physically, verbally, with instruments).</p>
Pre 3	<p>CA.p3.6: Responding: CA.p3.6a: Moves to traditional music: march, gallop, hop, tiptoe.</p>	<p>CA.M.p3.3: Repeats song patterns and rhythmic movements to music.</p>
Pre 4	<p>CA.p4.6: Responding: CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip. CA.p4.6b: Vocally repeats a note pattern using an 8 note scale.</p>	<p>CA.M.p4.2: Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip).</p>
Kindergarten		<p>Pr.3.K Physical: With guidance, demonstrates an awareness of expressive qualities (such as voice quality, dynamics and tempo) that support the creators’ expressive intent.</p>
	<i>Music</i>	<i>Music</i>
	<i>Creating</i>	
Young Infant	<p>CA.i.7: Creating: Demonstrates shaking or banging objects or toys.</p>	<p>CA.i.7a: M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.</p>
Mobile Infant	<p>CA.mi.7: Creating: CA.mi.7a: Chooses from variety of objects (instruments/toys). CA.mi.7b: Explores bringing objects together to make sounds.</p>	<p>CA.M.mi.3: Chooses from variety of objects (instruments/toys). CA.M.mi.3a: Explores bringing objects together to make sounds.</p>
Toddler	<p>CA.t.7: Creating: CA.t.7a: Follows simple rhythmic patterns with musical instruments. CA.t.7b: Explores simple music -concepts: tempo, music scale-up to 5 note scale.</p>	<p>CA.M.t.3: Follows simple rhythmic patterns with musical instruments.</p>
Pre 3	<p>CA.p3.7: Creating: CA.p3.7a: Repeats song patterns and rhythmic movements to music. CA.p3.7b: Sings 5-8 note scale.</p>	<p>CA.M.p3.3: Repeats song patterns and rhythmic movements to music.</p>
Pre 4	<p>CA.p4.7: Creating: CA.p4.7a: Creates own songs and movements, includes musical instruments. CA.p4.7b: Vocalizes and uses instruments in more complex music/ songs.</p>	<p>CA.M.p4.3: Creates own songs and movements, including musical instruments.</p>

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	<u>2014</u>	<u>2024</u>
Kindergarten		<p>Pr.4.K.a Physical: With guidance, applies personal, teacher and peer feedback to refine performances.</p> <p>Pr.4.2.K.b Physical: With guidance, uses suggested strategies in rehearsal to improve the expressive qualities of music.</p> <p>Pr.5.K.a Physical: With guidance, performs music with expression.</p> <p>Pr.5.K.b Physical: Performs appropriately for the audience.</p>
	<i>Music</i>	<i>Music</i>
	<i>Understanding</i>	
Young Infant	<p>CA.i.8: Understanding:</p> <p>CA.i.8a: Attends to music and rhythm patterns through caregiver touch and music exposure</p>	<p>CA.M.i.4: Attends to music and rhythm patterns through music exposure</p>
Mobile Infant	<p>CA.mi.8: Understanding:</p> <p>CA.mi.8a: Follows and tracks various types of music through movement, facial expressions, verbalizes.</p> <p>CA.mi.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.)</p>	<p>CA.M.mi.4: Follows and tracks various types of music through movement, facial expressions and verbalizations.</p>
Toddler	<p>CA.t.8: Understanding:</p> <p>CA.t.8a: Follows and tracks various types of music through movement, facial expressions, verbalize.</p> <p>CA.t.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).</p>	
Pre 3	<p>CA.p3.8: Understanding:</p> <p>CA.p3.8a: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.</p>	<p>CA.M.p3.4: Demonstrates understanding of concepts using vocal and physical movement and instruments, e.g., soft/ loud, high/low, fast/slow.</p>
Pre 4	<p>CA.p4.8: Understanding:</p> <p>CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.</p> <p>CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.</p>	
Kindergarten		
	<i>Acting/Theater</i>	<i>Dramatic Play</i>
	<i>Physical</i>	

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	<u>2014</u>	<u>2024</u>
Young Infant	<p>R CA.i.9: Physical: CA.i.9a: Responds to sounds. CA.i.9b: Expresses needs with different sounds.</p>	<p>CL.SL.i.2: Listens to and begins to respond to familiar words. CL.SL.i.3: Uses gestures, movements or vocalizations to gain the attention of a familiar person.</p>
Mobile Infant	<p>CA.mi.9: Physical: CA.mi.9a: Imitates words. CA.mi.9b: Responds to another voice. CA.mi.9c: Follows simple directions.</p>	<p>CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and one or two words. CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around them. CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs met.</p>
Toddler	<p>CA.t.9: Physical: CA.t.9a: Beginning to follow more complex directions. CA.t.9b: Initiates conversation. CA.t.9c: Asks questions to understand order of world’s story</p>	<p>ATL.C.t.3: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult. CL.SL.t.1a: In a conversation with a peer or caregiver, sustains a conversation with two or more turns. CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.</p>
Pre 3	<p>CA.p3.9: Physical: CA.p3.9a: Recites nursery rhymes and simple songs. CA.p3.9b: Recalls familiar stories. CA.p3.9c: Memorizes words in books and stories</p>	<p>CA.DP.p3.1: Retells nursery rhymes and sings simple songs.</p>
Pre 4 Kindergarten	<p>CA.P4.9: Physical: CA.p4.9a: Takes a role in acting out a story. CA.p4.9b: Creates dialogue specific to a type of character.</p>	<p>CA.DP.p4.1: Takes a role in acting out a story. CA.DP.p4.1a: Creates dialogue specific to a type of character.</p>
	<i>Acting/Theater</i>	<i>Dramatic Play</i>
	<i>Responding</i>	
Young Infant	<p>CA.i.10: Responding: CA.i.10a: Responds to voices. CA.i.10b: Repeats sounds vocally and physically. CA.i.10c: Responds to songs, chants, nursery rhymes, rhythms, pictures in books</p>	<p>CA.DP.i.1: Responds to voices. CA.DP.i.1a: Repeats sounds vocally and physically. CA.DP.i.1b: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.</p>

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	<u>2014</u>	<u>2024</u>
Mobile Infant	<p>CA.mi.10: Responding: CA.mi.10a: Enjoys listening to stories, songs. CA.mi.10b: Understands and responds to pictures in books that create story. CA.mi.10c: Initiates interaction with familiar people.</p>	<p>CA.DP.mi.1: Enjoys listening to stories and songs. CA.DP.mi.1a: Understands and responds to pictures in books that create a story. CA.DP.mi.1b: Initiates and playfully interacts with familiar people.</p>
Toddler	<p>CA.t.10: Responding: CA.t.10a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box). CA.t.10b: Recreates plot of familiar stories or movies.</p>	<p>CA.DP.t.1: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box). CA.DP.t.1a: Recreates the plot of familiar stories or movies.</p>
Pre 3	<p>CA.p3.10: Responding: CA.p3.10a: Identifies feelings - happy, sad, mad, etc. CA.p3.10b: Beginning to differentiate between real and pretend. CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together. CA.p3.10d: Beginning to take a role in dramatic play.</p>	<p>CA.DP.p3.2: Begins to differentiate between real and pretend. CA.DP.p3.2a: Participates in songs, stories, fingerplays, chants with voice and body together.</p>
Pre 4	<p>CA.p4.10: Responding: CA.p4.10a: Anticipates story plot and structure of story. CA.p4.10b: Assumes roles in dramatic play situations. CA.p4.10c: Interacts with others in listening and responding in dramatic role. CA.p4.10d: Demonstrates feelings with body and voice</p>	<p>CA.DP.p4.2: Anticipates story plot and structure of story. CA.DP.p4.2a: Participates with others in listening and responding in dramatic role. CA.DP.p4.2b: Acts out feelings with body and voice in dramatic play situations.</p>
Kindergarten		
	<i>Acting/Theater</i>	<i>Dramatic Play</i>
	<i>Creating</i>	
Young Infant	<p>CA.i.11: Creating: CA.i.11a: Begins cooing, babbling.</p>	<p>CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds.</p>
Mobile Infant	<p>CA.mi.11: Creating: CA.mi.11a: Uses vocal intonation. CA.mi.11b: Demonstrates simple character/animal sounds with motions</p>	<p>CA.DP.mi.2: Demonstrates simple character/animal sounds with motions.</p>

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	<u>2014</u>	<u>2024</u>
Toddler	<p>CA.t.11: Creating: CA.t.11a: Talks in play situations. CA.t.11b: Moves inanimate objects (e.g., toy characters) in a play situation. CA.t.11c: Changes voice, emotion, body in play situations. CA.t.11d: Likes to wear costumes to pretend to be other than self.</p>	<p>CA.DP.t.2: Moves inanimate objects (e.g., toy characters) in a play situation. CA.DP.t.3: Shows enjoyment in wearing costumes to pretend to be other than self.</p>
Pre 3	<p>CA.p3.11: Creating: CA.p3.11a: Follows simple instructions to recreate story and dramatic movement. CA.p3.11b: Uses costumes to disguise self and become a character in everyday environment.</p>	<p>CA.DP.p3.3: Follows simple instructions to recreate story and dramatic movement. CA.DP.p3.3a: Uses costumes to become a character in everyday environment.</p>
Pre 4	<p>CA.p4.11: Creating: Dictates a story. Repeats dialogue and movement to tell a story. CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue. CA.p4.11d: Uses costumes to create character with dialogue. CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically. CA.p4.11f: Uses props/objects in creative ways to promote and create story</p>	<p>CA.p4.11a: CA.p4.11b: CA.DP.p4.2b: Acts out feelings with body and voice in dramatic play situations. CA.DP.p4.3: Creates a story and assigns roles for self and others. CA.DP.p4.3a: Repeats dialogue and movement to tell a story. CA.DP.p4.3b: Creates and executes complicated plot with conflict and resolution.</p>
Kindergarten		
	<i>Acting/Theater</i>	<i>Dramatic Play</i>
	<i>Understanding</i>	
Young Infant	<p>CA.i.12: Understanding: CA.i.12a: Listens to stories, books, etc. CA.i.12b: Looks at pictures and points. CA.i.12c: Recognizes songs and specific books or pictures.</p>	<p>CL.L.i.4: Listens briefly to stories being read by an adult. 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>
Mobile Infant	<p>CA.mi.12: Understanding: CA.mi.12a: Responds to favorite stories. CA.mi.12b: Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story</p>	<p>CA.DP.mi.3: 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>

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	<u>2014</u>	<u>2024</u>
Toddler	<p>CA.t.12: Understanding: CA.t.12a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box). CA.t.12b: Recreates plot of familiar stories or movies.</p>	<p>CA.DP.t.1a: Recreates the plot of familiar stories or movies.</p>
Pre 3	<p>CA.p3.12: Understanding: CA.p3.12a: Creates action and verbalization with costume prompt. CA.p3.12b: Creates story with props/manipulatives</p>	<p>CA.DP.p3.3b: Uses props/objects in creative ways to promote and create a story.</p>
Pre 4	<p>CA.p4.12: Understanding: CA.p4.12a: Retells stories. CA.p4.12b: Uses imagination to create dramatic roles. CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals). CA.p4.12d: Critiques drama experiences and find meaning/moral in story</p>	<p>CA.DP.p4.3c: Creates unique characters using imagination.</p>
Kindergarten		
	<i>Visual Arts</i>	<i>Visual Arts</i>
	<i>Responding</i>	
Young Infant	<p>CA.i.13: Physical: CA.i.13a: Responds to light, color. CA.i.13b: Explores sensory materials.</p>	<p>CA.VA.i.1: Begins to respond to visual elements present in the environment (light, color, patterns, etc.). CA.VA.i.2: Explores and responds to various textures and sensory materials - fabric, water, sand, etc.</p>
Mobile Infant	<p>CA.mi.13: Physical: CA.mi.13a: Scribbles with crayon. CA.mi.13b: Crawls on textures - fabric, wood, bubble wrap.</p>	<p>CA.VA.mi.1: Scribbles with a crayon.</p>
Toddler	<p>CA.t.13: Physical: CA.t.13a: Grips paint brush, crayons, pipette, spray bottle. CA.t.13b: Makes random and disordered scribbles.</p>	<p>CA.VA.t.1: Grips paint brush, crayons, pipette, spray bottle, etc. CA.VA.t.1a: Makes random and disordered scribbles.</p>
Pre 3	<p>CA.p3.13: Physical: CA.p3.13a: Begins use of scissors. CA.p3.13b: Explores with natural and recycled objects</p>	<p>CA.VA.p3.1: Begins to use scissors.</p>
Pre 4	<p>CA.p4.13: Physical: CA.p4.13a: Uses a variety of materials to create art. CA.p4.13b: Shows skill with scissors</p>	<p>CA.VA.p4.1: Uses a variety of materials and tools to create art.</p>
Kindergarten		
	<i>Visual Arts</i>	<i>Visual Arts</i>

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	<u>2014</u>	<u>2024</u>
	<i>Creating</i>	
Young Infant	CA.i.15: Creating: CA.i.15a: Splashes water, blows bubbles.	CA.VA.i.2: Explores and responds to various textures and sensory materials - fabric, water, sand, etc.
Mobile Infant	CA.mi.15: Creating: Explores sensory materials - non-toxic paint, fingerpaint, paper, playdough, sand.	CA.VA.mi.3: Explores sensory materials (e.g., nontoxic paint, finger paint, paper, playdough, sand, etc.).
Toddler	CA.t.15: Creating: CA.t.15a: Explores and manipulates sensory materials. CA.t.15b: Demonstrates self-expression with art materials.	CA.VA.t.3: Explores and manipulates sensory materials. CA.VA.t.4: Demonstrates self expression with art materials.
Pre 3	CA.p3.15: Creating: CA.p3.15a: Creates work that requires some planning - usually a person with head and 2 vertical lines for legs. CA.p3.15b: Works independently.	CA.VA.p3.3: Creates work that requires some planning. CA.VA.p3.3a: Works independently to create art.
Pre 4	CA.p4.15: Creating: CA.p4.15a: Tells stories/works out problems with drawings. CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	CA.VA.p4.1: Uses a variety of materials and tools to create art.
Kindergarten		Kindergarten Pr4.1.K Presenting: Selects art objects for personal portfolio and display, explains why they were chosen.
Young Infant	CA.i.16: Understanding: CA.i.16a: Beginning to imitate sounds. CA.i.16b: Favors objects/sensory materials. CA.i.16c: May attach to a special object - blanket, "lovey.	SED.CD.i.1: Initiates and engages in reciprocal interactions with familiar adults. SED.PD.i.5: Imitates the expression of feelings of those around them. ATL.I.i.4: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).
Mobile Infant	CA.mi.16: Understanding: Repeats actions, sounds, activities, etc.	CA.VA.mi.4: Repeats actions, sounds, activities, etc.
Toddler	CA.t.16: Understanding: CA.t.16a: Explores and manipulates sensory materials. Demonstrates self expression with art materials.	CA.VA.t.3: Explores and manipulates sensory materials. CA.VA.t.4: Demonstrates self expression with art materials.

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	<u>2014</u>	<u>2024</u>
Pre 3	<p>CA.p3.16: Understanding: CA.p3.16a: Mixes colors to create a new color. CA.p3.16b: Names shapes.</p>	<p>CA.VA.p3.4: Mixes colors to create a new color. CA.VA.p3.4a: Identifies shapes in art.</p>
Pre 4	<p>CA.p4.16: Understanding: CA.p4.16a: Demonstrates understanding of art vocabulary and concepts. CA.p4.16b: Discusses own artistic creations and those of others.</p>	<p>CA.VA.p4.3: Demonstrates understanding of art vocabulary and concepts. CA.VA.p4.4: Discusses own artistic creations and those of others.</p>
Kindergarten		<p>Kindergarten Pr5.1.K Presenting: Explains the purpose of a portfolio or collection. Kindergarten Pr.6.1.K Presenting: Explains what an art museum is and distinguishes how an art museum is different from other buildings.</p>