Kansas Early Learning Standards

BUILDING THE FOUNDATION FOR SUCCESSFUL CHILDREN

KANSAS STATE DEPARTMENT OF EDUCATION

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KANSAS EARLY LEARNING STANDARDS

Contents

INTRODUCTION 4
- Purpose 4
- Background 5
- The Purpose of the Kansas Early Learning Standards 6
- Guiding Principles for this Document 6
- The School Readiness Framework: A Vision for Kansas 7
- Making the Connection 8
- The Kindergarten Transition 8
- Commitment to Responsive and Respectful Early Learning Environments 9
- Supporting Children from Diverse Backgrounds 10
- Inclusion of Children With Disabilities in Kansas Early Childhood Programs 10
- Media Use with Young Children 11
- Structure of the Document 12

APPROACHES TO LEARNING 13
- A. Persistence and Engagement in Learning 14
- B. Initiative 16
- C. Creativity 18

PHYSICAL HEALTH AND DEVELOPMENT 20
- A. Gross Motor Skills 21
- B. Fine Motor Skills 22
- C. Physical Fitness 22
- D. Nutrition and Healthy Eating 23
- E. Self-Care 24
- F. Safety 25

SOCIAL-EMOTIONAL DEVELOPMENT 26
- A. Character Development 27
- B. Responsible Decision-Making and Problem-Solving 29
- C. Personal Development 30
- D. Social Development 33

COMMUNICATION AND LITERACY SKILL DEVELOPMENT 38
- A. Speaking and Listening 39
- B. Language 40
- C. Literature 42
- D. Foundational Reading Skills 45
- E. Writing 47

MATHEMATICAL KNOWLEDGE 49
- A. Counting and Cardinality 50
- B. Operations and Algebraic Thinking 52
- C. Measurement and Data 53
- D. Geometry 54

SCIENCE **56**
A. Scientific Inquiry 57
B. Movement and Simple Machines 57
C. Living Things 58
D. Environment and Climate 58
E. Habitats and Human Impact 59

SOCIAL STUDIES **61**
A. Community 62
B. Economics 63
C. Geography 64
E. Kansas, United States and World History 65

CREATIVE ARTS **66**
A. Dance 67
B. Music 68
C. Dramatic Play 69
D. Visual Arts 70

Introduction

Purpose

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

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

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

Background

This is the fourth revision of the Kansas Early Learning Standards. The Kansas State Board of Education and the Kansas Children's Cabinet and Trust Fund both adopted these standards in February 2024. The first document was completed in 2006 with a second revision done in 2009 and a third revision in 2013. As with previous revisions, the work focused on updating the standards based upon new and current knowledge and research. Additionally, specific focus was placed on developmentally appropriate practices, ease of use and accessibility, as well as the incorporation of practices to ensure commitment to responsive and respectful early learning environments and supporting children from diverse backgrounds. This document is another result of the extensive collaboration that is a part of the Kansas early childhood education community. The early childhood community worked collaboratively and intensively to develop a high-quality and useful document that will be helpful to all early childhood care and education professionals and supportive to the work of the K-3 teaching community.

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

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

The Kansas Early Learning Standards are designed to:

- Recognize the importance of the early years as learning years.
- Serve as a guide for appropriate curriculum development/selection.
- Serve as a guide for creating quality learning environments and opportunities.

The Kansas Early Learning Standards are NOT Designed to:

- Serve as a curriculum in an early childhood program or other setting.
- Exclude children from a program, school or activity.
- Serve as an assessment for children, families or programs.

The Purpose of the Kansas Early Learning Standards

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

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

Guiding Principles for this Document

1. From birth, children are learning. Parents, families and caregivers are children's first teachers.
2. Learning is a lifelong activity, and every environment is a learning environment.
3. A child's success in school and life is everyone's responsibility. Communities, educational environments, families and children should be ready to support success.
4. School readiness involves the whole child in the context of the family and the community. This includes the child's health and development in the following areas: physical, social, emotional, cognitive and general knowledge, communication and literacy.
5. Integrated services are available to children, appropriate to the age, abilities, language, and culture of each child.
6. Schools are ready to support the success of each child, recognizing their wide range of cultural and linguistic backgrounds, learning experiences, and differences in abilities.
7. A strong, direct connection exists in the early years between the quality of children's health and experiences and their later success in school and in life. School readiness in Kansas depends on involvement from public policy, funding and system supports.

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

The School Readiness Framework: A Vision for Kansas

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

School readiness occurs within a broad context that includes four major components:

1. **Community:** Ready communities enable each child and family to live in a safe and stable environment that supports their healthy development and learning. Comprehensive, coordinated and accessible services meet the multiple needs of children and families. Communities embrace the concept of providing varied, quality experiences that prepare children for success.
2. **Educational Environment:** Ready educational environments (home-based, center-based and school-based settings) effectively provide evidence-based safe, high-quality learning experiences for every child. Serving children from birth, these experiences support healthy development and learning and actively engage families in their children's education.
3. **Family:** Ready families, in a variety of forms, serve as the primary foundation for their children. Ready families provide safe, stable and nurturing environments that promote healthy development and learning.
4. **Child:** Ready children are competent in developmental milestones that are individually and age appropriate. These milestones are in the areas of health and physical well-being, social and emotional competence, cognition and general knowledge, communication and literacy.

These four components take into account how support comes from multiple facets of a child's life. Policy, funding and robust systems of support factor into an effective foundation for school readiness.

Making the Connection

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

Kansas Early Learning Standards:

The Kansas Early Learning Standards provide a set of conceptual knowledge and skills that, when taught intentionally and appropriately in a high-quality early learning setting, can promote school readiness and school success.

School Readiness Framework: Indicators and Data Elements:

Indicators and data elements from the School Readiness Framework, Child Component, are based upon the Kansas Early Learning Standards and provide a way to describe the conceptual knowledge and skills that support success in kindergarten and later school years.

Kindergarten through Third Grade: Content Standards:

K-3 College and Career Standards are aligned with and supported by the foundational (early learning) concepts and skills and the school readiness Indicators and data elements.

The Kindergarten Transition

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

Kansas schools are required to accept all age-eligible children (5 years by Aug. 31). Kindergarten teachers know that they will have a group of children who have a wide range of abilities and past experiences. Such diversity enriches the excitement and learning in a kindergarten classroom, but can also provide challenges to teachers, administrators and parents. The Kansas Early Learning Standards can help guide best practices that support learning and development in the early years before kindergarten and show the connection to the kindergarten year, promoting appropriate and best practices in the early primary classrooms. The KELS provide support to kindergarten teachers as they strive to meet the learning needs of the children in their classrooms.

Transitioning children and families into kindergarten successfully doesn't happen by accident. It is the result of a quality and productive community partnership and planning process. To support communities in their efforts to develop effective, satisfying and sustainable plans and practices, the

Kansas Early Childhood Advisory Council has created a Kindergarten Transitions toolkit. The kit includes resources and a Memorandum Of Understanding (MOU) template that can be tailored to the needs and plans of each individual community.

To access the Kindergarten Transitions Toolkit, go to: https://kschildrenscabinet.gov/project/mou-toolkit/

Commitment to Responsive and Respectful Early Learning Environments

The Kansas Early Learning Standards (KELS) are statements describing the learning and development of young children, ages birth through 5. Children's participation in high-quality, inclusive early childhood programs and their engagement in intentional learning environments can help facilitate the reaching of these milestones. The KELS provide essential information to support and enhance a child's development and learning by promoting a whole-child approach, upholding the idea that learning and development are interrelated. Further, the Standards acknowledge, honor and embrace the diversity of children and families.

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

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

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

Finally, the KELS promote high-quality early childhood programming for each child in the least restrictive environment. The 2004 IDEA Individuals with Disabilities Act (IDEA) provides the following regulatory requirement: Each school district shall be required, to the maximum extent appropriate, to educate children with disabilities with children who are not disabled, and to provide special classes, separate schooling or for the removal of children with disabilities from the regular education environment only when the nature or severity of the disability of the child is such that education in regular classes with

supplementary aids and services cannot be achieved satisfactorily. K.S.A. 72-3420 (a). The process for determining the least restrictive environment (LRE) must be individualized for each child with a disability, including preschool age children, children in public schools, private schools or other care facilities. As such, the KELS reflects the framework from which the general curriculum is aligned and, therefore, provide the starting point from which individual adaptations or modifications can be created to meet the special needs of any child.

Supporting Children from Diverse Backgrounds

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

Inclusion of Children With Disabilities in Kansas Early Childhood Programs

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

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

1. Hold high expectations and intentionally promote the participation of preschoolers with disabilities in all learning and social activities.
2. Use evidence-based practices and supports to foster the development (cognitive, communication, physical and social-emotional) of all preschoolers.
3. Promote friendships between preschoolers with and without disabilities.
4. Promote a sense of belonging for preschoolers with disabilities and their families.
5. Promote the inclusion of children regardless of their level of disability (mild to most significant).

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

https://sites.ed.gov/idea/files/policy-statement-on-inclusion-11-28-2023.pdf

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

https://www.ksde.gov/docs/default-source/sets/ph-ch06.pdf

Media Use with Young Children

According to the American Academy of Pediatrics (AAP), adults need to be mindful of the use of media technology in all early learning environments so as not to replace essential developmental experiences. Limits on media use for children can provide adequate time for play, physical activity and social time with friends and family without screen disruptions. See the AAP's website for specific recommendations on media use with young children. https://www.aap.org/en/patient-care/media-and-children/

The Office of Education Technology offers the following Guiding Principles for the use of Technology with Early Learners to help guide the appropriate use of technology with young children. https://tech.ed.gov/earlylearning/principles/

1. Technology - when used appropriately - can be a tool for learning.
2. Technology should be used to increase access to learning opportunities for all children.
3. Technology may be used to strengthen relationships among parents, families, early educators and young children.
4. Technology is more effective for learning when adults and peers interact or co-view with young children.

Structure of the Document

The Kansas Early Learning Standards are structured to align with the Kansas College and Career Ready Standards (K–12) in developmentally appropriate ways, promoting continuity between early childhood years and the primary grades (K–3). Such continuity can facilitate smooth transitions and clarify communication between programs. The standards are intended to reflect widely accepted, research-based learning and development for children from birth through 5. The domain, age, subheadings and standard provides structure to the information, aiding adults in consulting the KELS when being responsive to the individual needs of young children.

The Kansas Early Learning Standards include eight domains/developmental content areas.

- Approaches to Learning (ATL)
- Physical Development (PHD)
- Social-Emotional Development (SED)
- Communication and Literacy (CL)
- Mathematics (M)
- Science (S)
- Social Studies (SS)
- Creative Arts (CA)

Approaches to Learning

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

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

Key Terms for Approaches to Learning

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

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

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

A. Persistence and Engagement in Learning

1. Engagement and Attention

Young Infant (by 8 months)

ATL.PEL.i.1: Demonstrates awareness of happenings and surroundings.
ATL.PEL.i.2: Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage.
ATL.PEL.i.3: Shows interest in other children.

Mobile Infant (by 18 months)

ATL.PEL.mi.1: Focuses on an activity but is easily distracted.
ATL.PEL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peek-a-boo).

Toddler (by 36 months)

ATL.PEL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.
ATL.PEL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play.
ATL.PEL.t.3: Continues to play when a caregiver leaves the area.

Pre 3 (by 48 months)

ATL.PEL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.
ATL.PEL.p3.2: Ignores distractions briefly when engrossed in an activity.
ATL.PEL.p3.3: Remembers and follows one- or two-step directions.

Pre 4 (by 60 months)

ATL.PEL.p4.1: Sustains attention to task despite distractions.
ATL.PEL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.

Kindergarten (by the end of kindergarten)

No specific standards.

2. Persistence

Young Infant (by 8 months)

ATL.PEL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).

Mobile Infant (by 18 months)

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).
ATL.PEL.mi.4: Executes simple two-step plan (i.e., means-to end task).

Toddler (by 36 months)

ATL.PEL.t.4: Engages in self-initiated activities for a sustained period of time.
ATL.PEL.t.5: Returns to an activity after being distracted.

Pre 3 (by 48 months)

ATL.PEL.p3.4: Practices an activity many times until successful.

Pre 4 (by 60 months)

ATL.PEL.p4.3: Carries out tasks, activities, projects or experiences from beginning to end.
ATL.PEL.p4.4: Remains focused on the task at hand even when frustrated or challenged.

Kindergarten (by the end of kindergarten)

No specific standards.

B. Initiative

1. Curiosity and Initiative

Young Infant (by 8 months)

ATL.I.i.1: Shows preferences for certain toys or activities.
ATL.I.i.2: Lifts arms toward caregiver to be picked up; explores own fingers and toes.

Mobile Infant (by 18 months)

ATL.I.mi.1: Explores the environment through a variety of senses.
ATL.I.mi.2: Chooses toys/things for play.

Toddler (by 36 months)

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).
ATL.I.t.2: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.
ATL.I.t.3: Asks questions about items/objects.

Pre 3 (by 48 months)

ATL.I.p3.1: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).
ATL.I.p3.2: Initiates play with other children and takes on a variety of roles while playing.
ATL.I.p3.3: Explores, practices, understands social roles through play.

Pre 4 (by 60 months)

ATL.I.p4.1: Seeks new and varied experiences and challenges through play.
ATL.I.p4.2: Chooses activities to do alone or with others.
ATL.I.p4.3: Invites other children to join groups or activities.
ATL.I.p4.4: Makes and follows plans for games or activities with other children.

Kindergarten (by the end of kindergarten)

No specific standards.

2. Sense of Competence

Young Infant (by 8 months)

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).
ATL.I.i.4: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).

Mobile Infant (by 18 months)

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).
ATL.I.mi.4: Points or protests to indicate likes and dislikes.
ATL.I.mi.5: Expresses and responds to a variety of emotions.

Toddler (by 36 months)

ATL.I.t.4: Refers to own abilities when communicating with others (e.g., "I'll do it!" or "Watch me!").
ATL.I.t.5: Begins to show assertiveness (e.g., giving orders to others).
ATL.I.t.6: Feels comfortable in a variety of places with familiar adults.

Pre 3 (by 48 months)

ATL.I.p3.4: Recognizes own abilities and expresses satisfaction when demonstrating them to others.
ATL.I.p3.5: Knows self as part of family, culture, spiritual group or community.
ATL.I.p3.6: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterward.

Pre 4 (by 60 months)

ATL.I.p4.5: Shows pride in family composition; recognizes self as important to family and friends.
ATL.I.p4.6: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).
ATL.I.p4.7: Associates emotions with words and facial expressions.

Kindergarten (by the end of kindergarten)

No specific standards.

C. Creativity

1. Problem Solving

Young Infant (by 8 months)

ATL.C.i.1: Expresses discomfort when needs are not met.
ATL.C.i.2: Looks for caregiver response in new or uncertain situations.

Mobile Infant (by 18 months)

ATL.C.mi.1: Seeks out trusted adult for comfort or support and/ or accepts adult assistance.
ATL.C.mi.2: Tries to do things on own.
ATL.C.mi.3: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).

Toddler (by 36 months)

ATL.C.t.1: Seeks alternate method when first attempt fails and/or seeks adult assistance.
ATL.C.t.2: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).
ATL.C.t.3: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.

Pre 3 (by 48 months)

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.
ATL.C.p3.2: Recognizes making a mistake and sometimes is able to correct it.
ATL.C.p3.3: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).

Pre 4 (by 60 months)

ATL.C.p4.1: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.
ATL.C.p4.2: Is able to delay gratification for better payoff later; anticipates consequences of own behavior.
ATL.C.p4.3: Understands what is real and what is make-believe.

Kindergarten (by the end of kindergarten)

Kansas Social Emotional Character Development (SECD) Standards for Character Development

II.B.1: Develop self-control skills (for example, stop, take a deep breath and relax).
II.B.2: Identify and illustrate the problem.
II.B.3: Identify desired outcome.
II.B.4: Identify possible solutions and the pros and cons of each solution.
II.B.5: Identify and select the best solution.
II.B.6: Put the solution into action.
II.B.7: Reflect on the outcome of the solution.

2. Creativity and Flexibility

Young Infant (by 8 months)

ATL.C.i.3: Shows interest in looking at, feeling or exploring new objects.

Mobile Infant (by 18 months)

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).
ATL.C.mi.5: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).
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).

Toddler (by 36 months)

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).
ATL.C.t.5: May change behavior based on previous learning.

Pre 3 (by 48 months)

ATL.C.p3.4: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.
ATL.C.p3.5: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.
ATL.C.p3.6: Identifies ways to change behavior to respond to desires and needs of others.

Pre 4 (by 60 months)

ATL.C.p4.4: Invents new activities through play.
ATL.C.p4.5: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.
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).

Kindergarten (by the end of kindergarten)

No specific standards.

Physical Health and Development

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

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

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

Key Terms for Physical Health and Development

- **Gross motor:** Gross motor skills are abilities that let us do tasks that involve large muscles in our torso, legs and arms. They involve whole-body movements.
- **Fine motor:** Fine motor, also called small motor or hand-eye coordination, is the coordination of small muscles in movement with the eyes, hands and fingers. Fine motor skills include picking up small items, pointing to specific pictures in a book, grasping a crayon, buttoning buttons, zipping, writing and drawing, and using scissors.
- **Locomotor skills:** Locomotor skills enable children to move their body from one place to another. Key locomotor skills include walking, running, jumping, hopping, crawling, marching, climbing, galloping, sliding, leaping, hopping and skipping

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

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A. Gross Motor Skills

Young Infant (by 8 months)

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.
PHD.GMS.i.3: Reaches for objects.

Mobile Infant (by 18 months)

PHD.GMS.mi.1: Creeps up or down stairs.
PHD.GMS.mi.2: Takes independent steps.
PHD.GMS.mi.3: Throws ball and other objects independently.

Toddler (by 36 months)

PHD.GMS.t.1: Maintains balance when performing actions.
PHD.GMS.t.2: Catches a ball with both hands.
PHD.GMS.t.3: Begins to run.

Pre 3 (by 48 months)

PHD.GMS.p3.1: Uses locomotor skills with increasing coordination and balance.

Pre 4 (by 60 months)

PHD.GMS.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play.
PHD.GMS.p4.2: Demonstrates coordination in using objects during active play.
PHD.GMS.p4.3: Explores, practices and performs skill sets.

Kindergarten (by the end of kindergarten)

Kansas Model PK-K Standards for Physical Education

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

B. Fine Motor Skills

Young Infant (by 8 months)

PHD.FMS.i.1: Transfers objects from one hand to other.
PHD.FMS.i.2: Grasps and releases object using entire hand.

Mobile Infant (by 18 months)

PHD.FMS.mi.1: Coordinates the use of arms, hands and fingers to accomplish tasks.
PHD.FMS.mi.2: Coordinates eye-hand movements.

Toddler (by 36 months)

PHD.FMS.t.1: Coordinates the use of arms, hands and fingers to accomplish more complex tasks.

Pre 3 (by 48 months)

PHD.FMS.p3.1: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.

Pre 4 (by 60 months)

PHD.FMS.p4.1: With fluency and accuracy, uses classroom and household tools independently and with eye-hand coordination to carry out activities.

Kindergarten (by the end of kindergarten)

No specific standards.

C. Physical Fitness

Young Infant (by 8 months)

PHD.PF.i.1: Interacts with caregivers in a variety of physical activities.

Mobile Infant (by 18 months)

PHD.PF.mi.1: Participates in a variety of active physical play.

Toddler (by 36 months)

PHD.PF.t.1: Participates in a variety of active physical play for longer periods of time.

Pre 3 (by 48 months)

PHD.PF.p3.1: Participates in a variety of active play exhibiting strength and stamina.

Pre 4 (by 60 months)

PHD.PF.p4.1: Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.

Kindergarten (by the end of kindergarten)

Kansas Model PK-K Standards for Physical Education

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

D. Nutrition and Healthy Eating

Young Infant (by 8 months)

PHD.NHE.i.1: Communicates hunger and when full.

Mobile Infant (by 18 months)

PHD.NHE.mi.1: Eats during regular meals and snack times; anticipates routine meals; and asks for more if still hungry.

Toddler (by 36 months)

PHD.NHE.t.1: Makes simple food choices; has food preferences; and demonstrates a willingness to try new foods.

Pre 3 (by 48 months)

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 (by 60 months)

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.

Kindergarten (by the end of kindergarten)

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.

E. Self-Care

Young Infant (by 8 months)

PHD.SC.i.1: Signals need by crying.

Mobile Infant (by 18 months)

PHD.SC.mi.1: Expresses physical needs.

Toddler (by 36 months)

PHD.SC.t.1: Washes hands and face with assistance.
PHD.SC.t.2: May begin to initiate interest in self-toileting.

Pre 3 (by 48 months)

PHD.SC.p3.1: Follows basic health practices with occasional reminders.
PHD.SC.p3.2: Completes personal care tasks with some adult assistance.

Pre 4 (by 60 months)

PHD.SC.p4.1: Follows basic health practices.
PHD.SC.p4.2: Completes personal care tasks with increasing responsibility.

Kindergarten (by the end of kindergarten)

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.

F. Safety

Young Infant (by 8 months)

PHD.S.i.1: Shows preference for primary caregiver.

Mobile Infant (by 18 months)

PHD.S.mi.1: Stops/waits when caregiver says "no" or gives a nonverbal cue for alarm/danger.

Toddler (by 36 months)

PHD.S.t.1: Follows adult interaction/ guidance regarding safety.
PHD.S.t.2: Differentiates between some harmful and safe situations.

Pre 3 (by 48 months)

PHD.S.p3.1: Knows common safety rules that have been discussed or taught.
PHD.S.p3.2: Alerts adults to potentially harmful situations.

Pre 4 (by 60 months)

PHD.S.p4.1: Identifies and follows basic safety rules with possible reminders, guidance and support.
PHD.S.p4.2: Demonstrates an ability to follow emergency routines with adult support.
PHD.S.p4.3: Identifies how adults help to keep us safe.

Kindergarten (by the end of kindergarten)

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 nonemergency situations.
2.5: Strategies to report verbal, mental and physical harm.

Social-Emotional Development

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

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

Key Terms for Social-Emotional Development

- **Reciprocal interactions:** An exchange in which individuals or objects exhibit similar behavior, either at the same time or in a back-and-forth manner. For example, when a baby uses gazes, sounds, frowns and smiles to evoke responses from adults.
- **Citizenship:** The quality of an individual's response to membership in a community. For example, being respectful of other people and their property.
- **Interpersonal skills:** Skills connected with relationships between people. For example, being able to work or play cooperatively with others.

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

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

A. Character Development

1. Foundations of Character Development

a. Develop understanding of appropriate behaviors.

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

Not yet age appropriate.

Toddler (by 36 months)

Not yet age appropriate

Pre 3 (by 48 months)

SED.CD.p3.1: Responds to feedback from familiar adults about appropriate behavior.

Pre 4 (by 60 months)

SED.CD.p4.1: Follows adult guidelines and expectations for appropriate behavior.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Character Development
I.B.1: Recognizes and celebrates the natural beneficial consequence of acts of character.
I.B.2: Identifies community needs in the larger community, discusses effects on the community and identifies positive, responsible action.
I.B.3: Learns about ethical reasoning by giving examples of what makes behaviors appropriate and inappropriate.
I.B.4: Exhibits clear and consistent expectations of good character throughout all school activities and in all areas of the school.
I.B.5: Learns about, receives and accepts feedback for responsible actions in academic and behavioral skills.

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

Young Infant (by 8 months)

SED.CD.i.1: Initiates and engages in reciprocal interactions with familiar adults.

Mobile Infant (by 18 months)

SED.CD.mi.1: Participates in routines and experiences that involve give-and-take interaction with familiar adults.

Toddler (by 36 months)

SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.
SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.

Pre 3 (by 48 months)

SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.

Pre 4 (by 60 months)

SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.
SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Character Development

I.C.1.a: Recognizes characteristics of a caring relationship.
I.C.1.b: Recognizes characteristics of a hurtful relationship.

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

Young Infant (by 8 months)

SED.CD.i.2: Begins to form relationships with consistent caregivers.

Mobile Infant (by 18 months)

SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.

Toddler (by 36 months)

SED.CD.t.3: Begins to separate from caregiver more easily.

Pre 3 (by 48 months)

SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.

Pre 4 (by 60 months)

SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Character Development

I.C.2.a: Demonstrates caring and respect for others.
I.C.2.b: Describes active listening.

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

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

Not yet age appropriate.

Toddler (by 36 months)

Not yet age appropriate.

Pre 3 (by 48 months)

SED.CD.p3.4: Expresses interests, acceptance, affection for others.

Pre 4 (by 60 months)

SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Character Development

I.C.3.a: Recognizes and defines bullying and teasing.
I.C.3.b: K-2: Illustrates or demonstrates what “tattling” is and what “telling” or “reporting” is.
I.C.3.c: Models positive peer interactions.

B. Responsible Decision-Making and Problem-Solving

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

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

SED.R.mi.1: Shows emerging signs of responding to choices offered by adults to help guide behavior.

Toddler (by 36 months)

SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.

Pre 3 (by 48 months)

SED.R.p3.1: Begins to understand consequences of own actions with adult support.

Pre 4 (by 60 months)

SED.R.p4.1: Anticipates and usually accepts consequences of own actions.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Character Development

II.A.1.a: Identify and illustrate safe and unsafe situations.
II.A.1.b: State the difference between appropriate and inappropriate behaviors.
II.A.1.c: Explain the consequences and rewards of individual and community actions.

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

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.

Toddler (by 36 months)

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.

Pre 3 (by 48 months)

SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.

Pre 4 (by 60 months)

SED.R.p4.2: Follows predictable classroom routines and manages transitions positively in most situations with minimal adult support as needed.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Character Development

II.A.2.a: Identifies activities scheduled for the day and how much time is spent on each.
II.A.2.b: Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.

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

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

SED.R.mi.3: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.

Toddler (by 36 months)

SED.R.t.3: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.

Pre 3 (by 48 months)

SED.R.p3.3: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.
SED.R.p3.4: Uses simple conflict resolution techniques.

Pre 4 (by 60 months)

SED.R.p4.3: Manages emotions, impulses and behaviors with minimal guidance from adults.
SED.R.p4.4: Attempts to solve social problems independently, by negotiation or with adult assistance.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Character Development

II.B.1: Develops self-control skills (e.g., stop, take a deep breath and relax).
II.B.2: Identifies and illustrates the problem.
II.B.3: Identifies desired outcome.
II.B.4: Identifies possible solutions and the pros and cons of each solution.
II.B.5: Identifies and selects the best solution.
II.B.6: Puts the solution into action.
II.B.7: Reflects on the outcome of the solution.

C. Personal Development

1. Self-Awareness

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

Young Infant (by 8 months)

SED.PD.i.1: Expresses a variety of emotions through facial expressions, gestures, movement and sounds.

Mobile Infant (by 18 months)

SED.PD.mi.1: Communicates a variety of emotions purposefully and intentionally.

Toddler (by 36 months)

SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express them.

Pre 3 (by 48 months)

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 (by 60 months)

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 (by the end of kindergarten)

Kansas SECD Standards for K-2 Personal Development
I.A.1: Identifies and describes basic emotions.
I.A.3: Identifies situations that might evoke emotional responses.
I.A.2: Identifies positive and negative emotions.
I.A.4: Identify my emotional responses to situations outside of my control.

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

Young Infant (by 8 months)

SED.PD.i.2: Begins to understand self as separate person from others.

Mobile Infant (by 18 months)

SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.

Toddler (by 36 months)

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.

Pre 3 (by 48 months)

SED.PD.p3.3: Describes self by using several basic characteristics.
SED.PD.p3.4: States basic personal information, like name and age.
SED.PD.p3.5: Displays awareness of own thoughts and feelings.

Pre 4 (by 60 months)

SED.PD.p4.3: Describes characteristics of self and in relationship to others.
SED.PD.p4.4: States more complex personal information, like names of family members or names of neighbors.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Personal Development

I.B.1: Identifies personal likes and dislikes.
I.B.2: Identifies personal strengths and weaknesses.
I.B.3: Identifies consequences of behaviors.
I.B.4: Asks clarifying questions.
I.B.5: Identifies positive responses to problems (e.g., get help, try harder, use a different solution).
I.B.6: Identifies people, places and other resources to go for help (e.g., parents, relatives, school personnel).

2. Self-Management

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

Young Infant (by 8 months)

SED.PD.i.3: Begins to self soothe in simple ways.
SED.PD.i.4: Communicates needs for help through vocalizations and gestures.

Mobile Infant (by 18 months)

SED.PD.mi.3: Self soothes in a variety of ways.
SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.

Toddler (by 36 months)

SED.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine.

Pre 3 (by 48 months)

SED.PD.p3.6: Makes personal needs and desires known.
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.

Pre 4 (by 60 months)

SED.PD.p4.5: Expresses preferences in a socially acceptable way most of the time.
SED.PD.p4.6: Develops strategies to express strong emotion and calm self with adult help.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Personal Development

II.A.3: Describes and practices sending effective verbal and nonverbal messages.
II.A.4: Recognizes behavior choices in response to situations.

b. Reflect on perspectives and emotional responses.

Young Infant (by 8 months)

SED.PD.i.5: Imitates the expression of feelings of those around them.

Mobile Infant (by 18 months)

SED.PD.mi.5: Demonstrates an awareness of others' feelings.

Toddler (by 36 months)

SED.PD.t.5: May respond to peer's distress by doing something to make him/her feel better.

Pre 3 (by 48 months)

SED.PD.p3.8: Recognizes own feelings when an adult labels them.

Pre 4 (by 60 months)

SED.PD.p4.7: Recognizes and accurately describes own feelings most of the time.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Personal Development

II.B.4: Describe common responses to success, challenge, failure and disappointment.

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

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

Not yet age appropriate.

Toddler (by 36 months)

Not yet age appropriate.

Pre 3 (by 48 months)

SED.PD.p3.9: Completes own goal-directed activities and recognizes accomplishments while learning rules and values of family and culture.

Pre 4 (by 60 months)

SED.PD.p4.8: Demonstrates age-appropriate independence in decision-making regarding activities and materials.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Personal Development

II.C.1: Understand the process of setting and achieving goals
II.C.2: Identify personal goals, school goals and home goals (for example, hopes and dreams).
II.C.3: Identify factors that lead to goal achievement and success.
II.C.4: Identifies specific steps for achieving a particular goal.

D. Social Development

1. Self Awareness

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

Young Infant (by 8 months)

SED.SD.i.1: Reacts to emotional expressions of others.

Mobile Infant (by 18 months)

SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.

Toddler (by 36 months)

SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.
SED.SD.t.2: Responds in caring ways to another's distress in some situations.

Pre 3 (by 48 months)

SED.SD.p3.1: Expresses concern for the needs of others and people in distress.

Pre 4 (by 60 months)

SED.SD.p4.1: Responds to needs of others and people in distress in caring ways.
SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Social Awareness

I.A.1: Label others' feelings based on verbal and nonverbal cues in different situations.
I.A.2: Label possible sparks for emotions in others.
I.A.3: Predict possible behaviors and reactions in response to a specific situation.
I.A.4: Demonstrate an ability to listen to others.
I.A.5: Demonstrate a capacity to care about the feelings of others.

b. Express comfort and joy in human diversity and develop accurate language for differences.

Young Infant (by 8 months)

SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.

Mobile Infant (by 18 months)

SED.SD.mi.2: Identifies similarities and differences in objects and people.

Toddler (by 36 months)

SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.
SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.

Pre 3 (by 48 months)

SED.SD.p3.2: Compares own characteristics with those of others.

Pre 4 (by 60 months)

SED.SD.p4.3: Recognizes and respects similarities and differences between self and others.
SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Social Awareness

I.B.1: Describes ways that people are similar and different.
I.B.2: Uses respectful language and actions with conflict or differences of opinion.

2. Interpersonal Skills

a. Demonstrate communication and social skills to interact effectively.

Young Infant (by 8 months)

SED.SD.i.3: Shows interest in other children.
SED.SD.i.4: Repeats actions that elicit social responses from others.

Mobile Infant (by 18 months)

SED.SD.mi.3: Briefly engages in simple interaction with another child.

Toddler (by 36 months)

SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.

Pre 3 (by 48 months)

SED.SD.p3.3: Follows rules and simple one-two-step directions.
SED.SD.p3.4: Begins to display socially competent behavior with peers.
SED.SD.p3.5: Begins to participate in conversational turn-taking.

Pre 4 (by 60 months)

SED.SD.p4.5: Displays socially competent behavior with peers.
SED.SD.p4.6: Participates in conversational turn-taking by listening and responding to what was said.
SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.
SED.SD.p4.8: Invites other children to join groups or activities.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Social Awareness

II.A.1: Initiate and engage in social interactions with peers and respond and maintain conversations with peers and adults.
II.A.2: Describes how words, voice tone and body language communicate and can impact relationships positively and negatively.
II.A.3: Demonstrate active listening, sharing and responding skills to identify the feelings and perspectives of others.
II.A.4: Understanding the importance and demonstrate respect for personal space.
II.A.5: Recognize the difference between helpful and harmful behaviors in relationships.
II.A.6: Identify and report harmful behaviors in relationships for protection in unsafe situations.
II.A.7: Practice sharing encouraging comments.

b. Develop and maintain positive relationships.

Young Infant (by 8 months)

SED.SD.i.5: Initiates and engages in give-and-take interactions with familiar adults.

Mobile Infant (by 18 months)

SED.SD.mi.4: Participates in routines and experiences that involve give-and-take interactions with familiar adults.

Toddler (by 36 months)

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 (by 48 months)

SED.SD.p3.6: Shows interest in having a friend.

Pre 4 (by 60 months)

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 (by the end of kindergarten)

Kansas SECD Standards for K-2 Social Awareness

II.B.1: Identify the multiple types of relationships in life.
II.B.2: Identify and practice appropriate behaviors to maintain positive relationships.
II.B.3: Develop self-regulation skills to prevent, manage and resolve interpersonal conflicts constructively with guidance from adults.

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

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

SED.SD.mi.5: Shows emerging signs of responding appropriately to limits and choices offered by adults to help guide behavior.

Toddler (by 36 months)

SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.
SED.SD.t.9: Seeks adult assistance when encountering a problem.

Pre 3 (by 48 months)

SED.SD.p3.7: Begins to resolve conflicts with peers, given adult assistance.

Pre 4 (by 60 months)

SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.
SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.

Kindergarten (by the end of kindergarten)

Kansas SECD Standards for K-2 Social Awareness

II.C.1: Identify conflict and the feelings associated with the conflict.

II.C.2: Identify the feelings and behaviors contributing to the conflict.

II.C.3: Identify and practice healthy conflict resolution.

II.C.4: Develop self-regulatory skills to increasingly prevent, manage and resolve interpersonal conflicts constructively.

Communication and Literacy Skill Development

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

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

Key Terms for Communication and Literacy

- **Text:** The main body of a written work. For example, books, poetry, fables and rhymes.
- **Blends:** Combining a group of consonants together to form sounds. For example, the “tr” in trap or “spl” in splash are both blends.
- **Segmenting:** Identifying the individual sounds (phonemes) in a word. For example, a child may break the word “sand” into its component sounds – /sss/, /aaa/, /nnn/, and /d/.
- **Phoneme:** Smallest unit of speech distinguishing one word (or word element) from another, as the element p in “tap,” which separates that word from “tab,” “tag” and “tan.”

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

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

A. Speaking and Listening

1. Conversation and Comprehension

Young Infant (by 8 months)

CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.
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.

Mobile Infant (by 18 months)

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.

Toddler (by 36 months)

CL.SL.t.1: In a conversation with a peer or caregiver, answers simple questions and begins to ask questions using inflection and intonation.
CL.SL.t.1a: In a conversation with a peer or caregiver, sustains a conversation with two or more turns.
CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions.
CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.

Pre 3 (by 48 months)

CL.SL.p3.1: Participates in conversations with a small group.
CL.SL.p3.1a: Begins to follow agreed-upon rules for discussions.
CL.SL.p3.1b: Continues a conversation through two or three exchanges.
CL.SL.p3.2: Asks and answers “Who, What, Where” questions.

Pre 4 (by 60 months)

CL.SL.p4.1: Participates in conversations in increasing group sizes.
CL.SL.p4.1a: Follows agreed-upon rules for discussions.
CL.SL.p4.1b: Continues a conversation through multiple exchanges, while increasingly staying on topic.
CL.SL.p4.2: Asks and answers questions and makes predictions.

Kindergarten (by the end of kindergarten)

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.
SL.K.1a: Follows agreed-upon rules for discussions.
SL.K.1b: Extends a conversation through multiple exchanges.
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.
SL.K.3: Asks and answers questions in order to seek help, get information or clarify something that is not understood.

2. Expressive Language

Young Infant (by 8 months)

CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs.
CL.SL.i.5: Uses differing cries to signal various needs.
CL.SL.i.6: Uses some consonant vowel (CV) combinations.

Mobile Infant (by 18 months)

CL.SL.mi.4: Demonstrates an understanding of a few simple concepts.
CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what the child says.

Toddler (by 36 months)

CL.SL.t.4: Uses words to label actions.
CL.SL.t.5: Uses language to express wants and needs, likes and dislikes.
CL.SL.t.6: Speaks so that familiar listeners can understand ideas, feelings and needs.

Pre 3 (by 48 months)

CL.SL.p3.3: Begins to describe familiar people, places, things and events with support.
CL.SL.p3.4: Begins to describe objects and actions depicted in pictures.
CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.

Pre 4 (by 60 months)

CL.SL.p4.3: Able to describe familiar people, places, things and events with support.
CL.SL.p4.4: Able to tell another person about what they have drawn.
CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.

Kindergarten (by the end of kindergarten)

SL.K.4: Uses details to describe familiar people, places, things or events with prompting and support.
SL.K.5: Adds drawings or other visual displays to supply additional detail to descriptions.
SL.K.6: Speak with appropriate volume, enunciation and rate to express thoughts, feelings and ideas clearly.

B. Language

1. Conventions of Language

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

Not yet age appropriate.

Toddler (by 36 months)

CL.LS.t.1: Begins to use frequently occurring nouns and verbs when speaking.
CL.LS.t.2: Begins to combine words.

Pre 3 (by 48 months)

CL.LS.p3.1: Demonstrates an emerging understanding of the conventions of grammar and usage when writing or speaking.
CL.LS.p3.1a: Begins to make letter-like forms and print some letters.
CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.
CL.LS.p3.1c: Begins to form regular plural nouns orally by adding /s/ or /es/.

CL.LS.p3.1d: Understands and uses some question words.
CL.LS.p3.1e: Uses some prepositions.
CL.LS.p3.1f: Communicates using at least three- to four-word sentences.
CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter-like forms or a series of random letters.

Pre 4 (by 60 months)

CL.LS.p4.1: Demonstrates an emerging command of the conventions of grammar and usage when writing or speaking.
CL.LS.p4.1a: Prints some uppercase and lowercase letters.
CL.LS.p4.1b: Uses basic nouns and verbs.
CL.LS.p4.1c: Begins to form regular plural nouns orally by correctly adding /s/ or /es/ on a more frequent basis.
CL.LS.p4.1d: Understands and uses most question words.
CL.LS.p4.1e: Uses an increasing amount of frequently occurring prepositions.
CL.LS.p4.1f: Produces complete sentences in shared language activities.
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).

Kindergarten (by the end of kindergarten)

SL.K.7: Demonstrates command of the conventions of standards English grammar and usage when speaking.
SL.K.7.a: Uses frequently occurring nouns and verbs in speech.
SL.K.7.b: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
SL.K.7.c: Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how).
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).
SL.K.7.e: Produces and expands complete sentences in shared language activities.
SL.K.8: Uses words and phrases acquired through conversations, reading and read-alouds.

2. Vocabulary Acquisition and Use

Young Infant (by 8 months)

CL.LS.i.1: Recognizes the names of familiar people and objects.

Mobile Infant (by 18 months)

CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around them.

Toddler (by 36 months)

CL.LS.t.3: Shows an understanding of requests and statements referring to familiar people and objects.

Pre 3 (by 48 months)

CL.LS.p3.3: Provides a label when given a child-friendly definition of a familiar word.
CL.LS.p3.4: Begins to demonstrate an understanding of some frequently occurring verbs and adjectives to name opposites.
CL.LS.p3.4a: Distinguishes among a few verbs describing the same general action.

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.

Pre 4 (by 60 months)

CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult.
CL.LS.p4.4: Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites.
CL.LS.p4.4a: Distinguishes among some verbs describing the same general action by acting out the meanings.
CL.LS.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.

Kindergarten (by the end of kindergarten)

RL.K.11: Determines or clarifies the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
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").
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.
RL.K.12: With guidance and support from adults, explores word relationships and nuances in word meanings to expand language comprehension.
RL.K.12.a: Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
RL.K.12.b: Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RL.K.12.c: Identifies real-life connections between words and their use (e.g., notes places at school that are colorful).
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.

C. Literature

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

Young Infant (by 8 months)

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 (by 18 months)

CL.L.mi.1: Responds to a verbal prompt by pointing to a requested picture.

Toddler (by 36 months)

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 (by 48 months)

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 (by 60 months)

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 (by the end of kindergarten)

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.

2. Structure and Format

Young Infant (by 8 months)

CL.L.i.2: Shows interest in books, pictures, songs and rhyming.

Mobile Infant (by 18 months)

CL.L.mi.2: Attends to reading books, telling stories and singing.

Toddler (by 36 months)

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 (by 48 months)

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 (by 60 months)

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 (by the end of kindergarten)

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.

3. Integration of Knowledge and Ideas

Young Infant (by 8 months)

CL.L.i.3: Shows interest in photographs of familiar people/objects.

Mobile Infant (by 18 months)

CL.L.mi.3: Points to familiar pictures in a book.
CL.L.mi.4: Names familiar people/ objects in photographs.

Toddler (by 36 months)

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.
CL.L.t.6: Relates characteristics or actions of the characters in a story to self.
CL.L.t.7: Draws meaning from pictures, print and text.

Pre 3 (by 48 months)

CL.L.p3.7: With prompting and support, makes connections between self, illustrations and the story when talking through the pictures of a book.
CL.L.p3.8: With prompting and support, compares and contrasts the adventures and experiences of the characters to self.

Pre 4 (by 60 months)

CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.
CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.
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.

Kindergarten (by the end of kindergarten)

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).
RI.K.8: With prompting and support, identifies the reasons an author gives to support points in a text.
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).

4. Range of Reading and Level of Text Complexity

Young Infant (by 8 months)

CL.L.i.4: Listens briefly to stories being read by an adult.

Mobile Infant (by 18 months)

CL.L.mi.5: Listens to books and stories being read by an adult.

Toddler (by 36 months)

CL.L.t.8: Engages in reading activities with an adult and one or two peers.

Pre 3 (by 48 months)

CL.L.p3.9: Actively engages in small group reading activities with purpose and understanding.

Pre 4 (by 60 months)

CL.L.p4.10: Actively engages in large and small group reading activities with purpose and understanding.

Kindergarten (by the end of kindergarten)

RI.K.13: Actively engages in individual or group readings of informational text with purpose and understanding.

D. Foundational Reading Skills

1. Print Concepts

Young Infant (by 8 months)

CL.F.i.1: Explores books by touching, patting and mouthing.

Mobile Infant (by 18 months)

CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front).

Toddler (by 36 months)

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 (by 48 months)

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.

Pre 4 (by 60 months)

CL.F.p4.1: Begins to demonstrate understanding of the organization and basic features of print.
CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.
CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letters.
CL.F.p4.1c: Recognizes that letters are grouped to form words.
CL.F.p4.1d: Recognizes and names some uppercase and lowercase letters, in addition to those in first name.

Kindergarten (by the end of kindergarten)

RF.K.1: Demonstrates understanding of the organization and basic features of print.
RF.K.1.a: Follows words from left to right, top to bottom and page by page.
RF.K.1.b: Recognizes that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c: Understands that words are separated by spaces in print and can point with one-to-one correspondence.
RF.K.1.d: Recognizes and names all uppercase and lowercase letters of the alphabet.

2. Phonological Awareness

Young Infant (by 8 months)

CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds.
CL.F.i.3: Recognizes sounds that pertain to their native language.

Mobile Infant (by 18 months)

CL.F.mi.2: Shows a varied response to sounds in the environment.
CL.F.mi.3: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them.

Toddler (by 36 months)

CL.F.t.3: Differentiates between sounds that are the same and different.
CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.

Pre 3 (by 48 months)

CL.F.p3.2: Plays with the sounds of language.
CL.F.p3.2a: Distinguishes whether two words rhyme or not.
CL.F.p3.2b: Blends compound words and syllables in spoken words.
CL.F.p3.2c: Identifies two words that start with the same sound.
CL.F.p3.3: Begins to recognize and "read" familiar words or environmental print.

Pre 4 (by 60 months)

CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds.
CL.F.p4.2a: Recognizes rhyming words.
CL.F.p4.2b: Produces rhyming words.
CL.F.p4.2c: Blends syllables in spoken words.
CL.F.p4.2d: Segments syllables in spoken word.
CL.F.p4.2e: With prompting and support, blends and segments initial and ending sounds of single syllable words.
CL.F.p4.2f: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words.
CL.F.p4.3: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.

Kindergarten (by the end of kindergarten)

RF.K.2: Demonstrates understanding of phonemes (sounds).
RF.K.2.a: Manipulates (segment, blend or substitute) sounds in the initial, final and medial positions (phonemic awareness).
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).
RF.K.2.c: Counts, produces, blends and segments syllables in spoken words.
RF.K.2.d: Blends and segments onsets and rimes (word families) of single-syllable spoken words.

3. Fluency

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

CL.F.mi.4: Begins to vocalize as if reading when looking at a book.

Toddler (by 36 months)

CL.F.t.5: Imitates reading in play.

Pre 3 (by 48 months)

CL.F.p3.4: Begins to identify own name in print.

Pre 4 (by 60 months)

CL.F.p4.4: Identifies own name in print.
CL.F.p4.4a: Recognizes and "reads" familiar words or environmental print.

Kindergarten (by the end of kindergarten)

RF.K.4: Reads decodable texts that support instruction.

E. Writing

Young Infant (by 8 months)

CL.W.i.1: Shows ability to transfer and manipulate an object with hands.
CL.W.i.2: Grasps objects using the entire hand.

Mobile Infant (by 18 months)

CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp). CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.

Toddler (by 36 months)

CL.W.t.1: Uses thumb and fingers of one hand to hold writing tools.
CL.W.t.2: Begins to use drawing to represent objects and ideas.

Pre 3 (by 48 months)

CL.W.p3.1: Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas.
CL.W.p3.2: Uses consistent marks to represent their name when writing.
CL.W.p3.3: With guidance and support, imitates shapes and strokes.
CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas.
CL.W.p3.5: Participates in shared writing projects.
CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.

Pre 4 (by 60 months)

CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.
CL.W.p4.2: Recognizably writes most of the letters in their name.
CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.
CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing.

CL.W.p4.5: Participates in shared research and writing projects.
CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.

Kindergarten (by the end of kindergarten)

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.
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.
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.
W.K.5: With guidance and support from adults, responds to questions and suggestions from peers and add details to strengthen writing as needed.
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.
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).
W.K.8: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.
W.K.10: Demonstrates command of the conventions of standards English grammar and usage when writing.
W.K.10.a: Correctly forms uppercase and lowercase letters with line awareness.
W.K.10.b: Uses frequently occurring nouns and verbs in writing.
W.K.10.c: Understands and uses question words.
W.K.10.d: Uses the most frequently occurring prepositions in written work.
W.K.10.e: Produces and expands complete sentences in shared language activities.
W.K.11: Demonstrates command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.K.11.a: Capitalizes the first word in a sentence and the pronoun I.
W.K.11.b: Recognizes and names end punctuation.
W.K.11.c: Writes a letter or letters for most consonant and short vowel sounds.
W.K.11.d: Spells simple words phonetically, drawing on knowledge of letter-sound relationships.

Mathematical Knowledge

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

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

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

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

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

Key Terms for Mathematical Knowledge

- **Attributes:** The traits or properties of a shape or an object.
- **Cardinality:** The number of elements in a mathematical set.
- **Subitizing:** The ability to see how many items are in a group without counting.
- **Algebraic thinking:** Recognizing and analyzing patterns, studying and representing relationships, making generalizations, and analyzing how things change.
- **Sequencing:** Listing numbers or objects in a special order.
- **Rote counting:** Remembering and reciting numbers in the correct order.
- **Rational counting:** Assign a number with the object one is counting. Matching number names to individual items to determine how many are in a set.
- **Positional words:** Words and phrases that describe the position of people or objects. Examples would be the words "in," "under," and "over," or the phrases "on top of," or "next to."

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

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A. Counting and Cardinality

1. Know number names and counting sequence

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

M.CC.mi.1: Names some number words but not in sequence.

Toddler (by 36 months)

M.CC.t.1: Verbally counts in sequence to three.

Pre 3 (by 48 months)

M.CC.p3.1: Counts in sequence to 10.
M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.

Pre 4 (by 60 months)

M.CC.p4.1: Counts in sequence to 20.
M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).
M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).

Kindergarten (by the end of kindergarten)

K.CC.1: Counts to 100 by ones and by 10s.
K.CC.2: Counts forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.CC.3: Writes numbers from 0 to 20.

2. Count to identify the number of objects

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

M.CC.mi.2: Attends to quantities when interacting with objects.

Toddler (by 36 months)

M.CC.t.2: Shows understanding that numbers represent quantity and demonstrates understanding of words that identify how much.
M.CC.t.3: Shows understanding of one-to-one correspondence.

Pre 3 (by 48 months)

M.CC.p3.3: Uses one-to-one correspondence during play situations.
M.CC.p3.4: Initiates counting without prompting.
M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects.

Pre 4 (by 60 months)

M.CC.p4.4: Understands that numbers represent quantities and that the last number name identifies the quantity of objects counted (cardinality).

M.CC.p4.4a: Uses one-to-one correspondence when counting objects, saying the number names in the standard order pairing with each object.
M.CC.p4.4b: Understands that the number of objects remains the same regardless of the order in which the objects were counted.
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.

Kindergarten (by the end of kindergarten)

K.CC.4: Understands the relationship between numbers and quantities; connects counting to cardinality.
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.
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.
K.CC.4c: Understands successive number name refers to a quantity that is one larger.
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.

3. Compare numbers.

Young Infant (by 8 months)

M.CC.i.1: Holds an object in each hand.

Mobile Infant (by 18 months)

M.CC.mi.3: Places objects using one-to-one correspondence but does not fully understand this creates equal groups.

Toddler (by 36 months)

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 (by 48 months)

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 (by 60 months)

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 (by the end of kindergarten)

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.

B. Operations and Algebraic Thinking

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

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

Not yet age appropriate.

Toddler (by 36 months)

M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group.
M.OA.t.2: Copies and anticipates a repeating pattern.

Pre 3 (by 48 months)

M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations.
M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.

Pre 4 (by 60 months)

M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations.
M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.
M.OA.p4.3: Identifies patterns in the real world and in numbers.

Kindergarten (by the end of kindergarten)

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).
K.OA.3: Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
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.
K.OA.5: Fluently adds and subtracts within 5.

C. Measurement and Data

1. Describe and compare measurable attributes.

Young Infant (by 8 months)

M.MD.i.1: Explores properties of objects.

Mobile Infant (by 18 months)

M.MD.mi.1: Shows awareness of the size of objects where the size difference is great.

Toddler (by 36 months)

M.MD.t.1: Starts to use words to describe measurable attributes.

Pre 3 (by 48 months)

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.

Pre 4 (by 60 months)

M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).
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.

Kindergarten (by the end of kindergarten)

K.MD.1: Describes measurable attributes of objects (e.g., length or weight). Describes several measurable attributes of a single object.
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).

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

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

M.MD.mi.2: Matches two objects that are the same and selects similar items from a group.

Toddler (by 36 months)

M.MD.t.2: Groups two or more objects by one attribute.
M.MD.t.3: Names groups of one to two items (precursor to subitizing).

Pre 3 (by 48 months)

M.MD.p3.2: Sorts objects into two or more groups by their properties or uses.

Pre 4 (by 60 months)

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.
M.MD.p4.4: Collects data by categories to answer simple questions.

Kindergarten (by the end of kindergarten)

K.MD.3: Classifies objects into given categories, counts the numbers of objects in each category, and sorts the categories by count.

D. Geometry

1. Identify and describe shapes.

Young Infant (by 8 months)

M.G.i.1: Focuses attention on size, color and shape of objects in the environment.

Mobile Infant (by 18 months)

M.G.mi.1: Explores geometric shapes through manipulating objects.

Toddler (by 36 months)

M.G.t.1: Matches basic shapes with different orientations and sizes. (Circles, squares, typical triangles)
M.G.t.2: Demonstrates an understanding of simple location/ position words.

Pre 3 (by 48 months)

M.G.p3.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles)
M.G.p3.2: Describes objects in the environment using names of shapes, uses actions and words to indicate relative positions of these objects.

Pre 4 (by 60 months)

M.G.p4.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)
M.G.p4.2: Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms.

Kindergarten (by the end of kindergarten)

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)
K.G.2: Correctly gives most precise name of shapes regardless of their orientations (position and direction in space) or overall size.
K.G.3: Identifies shapes as two dimensional (lying in a plane, “flat”) or three-dimensional (solid”).

2. Analyze, compare, create and compose shapes.

Young Infant (by 8 months)

M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.

Mobile Infant (by 18 months)

M.G.mi.2: Uses trial-and-error strategies to fit objects together.

Toddler (by 36 months)

M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.

Pre 3 (by 48 months)

M.G.p3.3: Analyzes and compares shapes of different sizes and orientations and describes similarities, differences, parts and other attributes.
M.G.p3.4: Plays with and manipulates shapes.

Pre 4 (by 60 months)

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.

Kindergarten (by the end of kindergarten)

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?").

Science

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

Key Terms for Science

- **Simple machines:** Any of several devices with few or no moving parts that are used to modify motion and the magnitude of a force to perform work. Simple machines include screw, inclined plane, wedge, lever, wheel and axle, and pulley.
- **Habitat:** A place where an organism makes its home.
- **Organism:** An individual animal, plant or single-celled life form.

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A. Scientific Inquiry

Young Infant (by 8 months)

S.SI.i.1: Uses senses to investigate their environment by mouthing, touching, shaking or dropping.

Mobile Infant (by 18 months)

S.SI.mi.1: Acts intentionally to achieve a goal or when manipulating an object.

Toddler (by 36 months)

S.SI.t.1: Uses five senses to observe objects, materials, organisms and events.

Pre 3 (by 48 months)

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.

Pre 4 (by 60 months)

S.SI.p4.1: Makes increasingly complex observations of objects, materials, organisms and events.
S.SI.p4.2: Provides greater detail in descriptions.
S.SI.p4.3: Asks questions, predicts, experiments, draws conclusions and explains results.

Kindergarten (by the end of kindergarten)

No specific standards.

B. Movement and Simple Machines

Young Infant (by 8 months)

S.MS.i.1: Occasionally uses simple problem-solving to reach objects.
S.MS.i.2: Repeats behaviors to figure out cause and effect.

Mobile Infant (by 18 months)

S.MS.mi.1: Purposefully initiates actions on objects to make things happen. S.MS.mi.2: Notices objects in motion and acts on that object to replicate the motion.

Toddler (by 36 months)

S.MS.t.1: Demonstrates an understanding of basic cause and effect.
S.MS.t.2: Acts upon objects to see any novel movement their action causes.

Pre 3 (by 48 months)

S.MS.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.

Pre 4 (by 60 months)

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.
S.MS.p4.2: Recognizes and describes the effect of his/her own actions on objects.

Kindergarten (by the end of kindergarten)

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.

K-PS3-C: Understands the relationship between energy and forces (e.g., a bigger push or pull makes things go faster).
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.
K-PS2-A: Forces and motion: Understands that pushes and pulls can have different strengths and directions.
K-PS2-B: Types of interactions: Understands that when objects touch or collide, they push one another and can change motion.

C. Living Things

Young Infant (by 8 months)

S.LT.i.1: Shows interest in animals and living things.

Mobile Infant (by 18 months)

S.LT.mi.1: Shows interest in and engages with living things.

Toddler (by 36 months)

S.LT.t.1: Names familiar objects, animals, body parts.
S.LT.t.2: Begins to identify traits of living things, such as the need for food and water to survive.

Pre 3 (by 48 months)

S.LT.p3.1: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.
S.LT.p3.2: Understands that living things need water and food.

Pre 4 (by 60 months)

S.LT.p4.1: Asks/answers questions about objects, organisms and events in their environments.
S.LT.p4.2: Understands plants and animals need air, food and water.

Kindergarten (by the end of kindergarten)

K-LS1-1: Uses observations to describe patterns of what plants and animals (including humans) need to survive.
K-LS1-C: Organization for Matter and Energy Flow in Organisms: Understands that all animals need food in order to live and grow and that they obtain their food from plants or from other animals. Understands that plants need water and light to live and grow.

D. Environment and Climate

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

Not yet age appropriate.

Toddler (by 36 months)

S.EC.t.1: Beginning to identify basic weather occurrences.

Pre 3 (by 48 months)

S.EC.p3.1: Makes simple observations of the weather.

Pre 4 (by 60 months)

S.EC.p4.1: Observes and discusses changes in weather and seasons using common weather-related vocabulary.

S.EC.p4.2: Observes and explains how plants and animals respond to changes in the environment and in seasons.

S.EC.p4.3: Understands how actions people take may change the environment and the impact actions have on the environment.

S.EC.p4.4: Demonstrates an understanding that the sun provides light and warmth.

S.EC.p4.5: Demonstrates an understanding that different weather conditions require different clothing or accessories.

Kindergarten (by the end of kindergarten)

K-ESS2-1: Uses and share observations of local weather conditions to describe patterns over time.

K-ESS2-D: Weather and climate: Understands that weather is the 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.

K-ESS3-2: Asks questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.

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.

K-PS3-1: Makes observations to determine the effect of sunlight on Earth's surface.

K-PS3-2: Uses tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

K-PS3-3-B: Conservations of Energy and Energy Transfer: Understands that sunlight warms the Earth's surface.

E. Habitats and Human Impact

Young Infant (by 8 months)

S.HHI.i.1: Observes animals in their natural habitat.

Mobile Infant (by 18 months)

S.HHI.mi.1: Begins to observe and place animals in categories (farm, zoo, etc.).

Toddler (by 36 months)

S.HHI.t.1: Demonstrates an understanding that people and animals can live in different places.

S.HHI.t.2: Enacts animals' activities in pretend play.

Pre 3 (by 48 months)

S.HHI.p3.1: Comments on an animal's appearance, behavior or habitat.

S.HHI.p3.2: Acquires and uses basic vocabulary for plants, animals and humans.

S.HHI.p3.3: With adult direction, participates in activities to preserve the environment.

Pre 4 (by 60 months)

S.HHI.p4.1: Demonstrates an understanding that living things exist in different habitats.

S.HHI.p4.2: Demonstrates ways in which the environment provides natural resources that are needed by people.

S.HHI.p4.3: Recognizes actions impact the environment.

Kindergarten (by the end of kindergarten)

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.

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.

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.

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.

K-ESS2-1: Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS2.E: Biogeology: Understands that plants and animals can change their environment.

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.

Social Studies

Social studies includes learning about the world in which one lives and how one's family and community fit into a larger concept of the state and the country. For young children, social studies begins within the context of their own family, learning about other families, larger groups and communities. As children work together for the good of the community and themselves, they discover the impact of culture and how to live as engaged citizens.

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A. Community

Young Infant (by 8 months)

SS.C.i.1: Shows awareness of self and others.

Mobile Infant (by 18 months)

SS.C.mi.1: Prefers familiar adults over strangers.

Toddler (by 36 months)

SS.C.t.1: Identifies family members by name.

Pre 3 (by 48 months)

SS.C.p3.1: Names family members by relationships.

Pre 4 (by 60 months)

SS.C.p4.1: Identifies leaders at home and school.

Kindergarten (by the end of kindergarten)

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:

- 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.

B. Economics

Young Infant (by 8 months)

SS.E.i.2: Demonstrates a beginning awareness of objects in the environment.

Mobile Infant (by 18 months)

SS.E.mi.2: Identifies objects as "mine."

Toddler (by 36 months)

SS.E.t.2: Begins to share with others and take turns with adult guidance.

Pre 3 (by 48 months)

SS.E.p3.2: Trades or exchanges materials or objects with others.
SS.E.p3.3: Discriminates between "yours" and "mine."

Pre 4 (by 60 months)

SS.E.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited.
SS.E.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.

Kindergarten (by the end of kindergarten)

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:

- 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.

C. Geography

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

SS.G.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.

Toddler (by 36 months)

SS.G.t.3: Talks about objects and people in familiar environments.

Pre 3 (by 48 months)

SS.G.p3.4: Uses words to indicate direction.
SS.G.p3.5: Creates representations of familiar places through various materials, like building a fire station with blocks or drawing a picture of a home.
SS.G.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.

Pre 4 (by 60 months)

SS.G.p4.4: Identifies and correctly uses terms related to location, direction and distance.
SS.G.p4.5: Creates simple "maps" or drawings of familiar places.
SS.G.p4.6: Matches objects to usual locations and identifies features of familiar places.

Kindergarten (by the end of kindergarten)

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:

- 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.

E. Kansas, United States and World History

Young Infant (by 8 months)

Not yet age appropriate.

Mobile Infant (by 18 months)

SS.H.mi.4: Recognizes and anticipates familiar routines.

Toddler (by 36 months)

SS.H.t.4: Identifies routines and common occurrences in his/her life.

Pre 3 (by 48 months)

SS.H.p3.7: Uses words or phrases that differentiate between events that occur within a timeline of the past, the present and the future (e.g., "when I was a baby…" or "before I moved into my new house…").

Pre 4 (by 60 months)

SS.H.p4.7: Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.
SS.H.p4.8: Names city and state where he/ she lives.
SS.H.p4.9: Demonstrates an understanding of time in the context of daily experiences.

Kindergarten (by the end of kindergarten)

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:

- 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

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

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

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

Key Terms for Creative Arts

- **Cross-lateral movement:** Motion that requires coordinating movement on both sides of the body. For example, when a child crawls, or touching your right elbow to your left knee.
- **Axial movement:** Movement anchored to one spot by a body part. For example, when you raise your arm, bend your knees or turn your head.
- **Locomotor movement:** Movement where the body travels through space from one location to another. For example, walking, running, jumping, hopping, crawling, marching, climbing, galloping, etc.

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A. Dance

Young Infant (by 8 months)

CA.D.i.1: Responds to sounds, visual images and motions.
CA.D.i.2: Moves body when happy and excited.

Mobile Infant (by 18 months)

CA.D.mi.1: Responds to familiar movement that has a beat or rhythm.
CA.D.mi.2: Starts and stops with music cues with adult guidance.
CA.D.mi.2a: Explores bending and stretching, small and big.
CA.D.mi.3: Controls some body movements.
CA.D.mi.3a: Demonstrates following simple directions.

Toddler (by 36 months)

CA.D.t.1: Bends, reaches, stretches, rocks, sways, shakes and kicks different parts of the body in response to music.
CA.D.t.2: Stops and starts with music cues.
CA.D.t.2a: Improvises movement to fast and slow music.
CA.D.t.3: Stops and starts with music cues.
CA.D.t.3a: Improvises movement to fast and slow music.

Pre 3 (by 48 months)

CA.D.p3.1: Explores moving all body parts in isolation.
CA.D.p3.1a: Explores cross-lateral movements.
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.
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.
CA.D.p3.4: Listens to musical cues and teacher instruction.
CA.D.p3.4a: Dances with purpose attentive to music and instruction.

Pre 4 (by 60 months)

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.
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).
CA.D.p4.3: Creates movement based on imagery from pictures, books or other ideas.
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 (by the end of kindergarten)

DA:Pr4.1.K Performing

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.
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).

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.

B. Music

Young Infant (by 8 months)

CA.M.i.1: Attends to sounds through music exposure.
CA.M.i.2: Begins to make vocal sounds.
CA.M.i.3: Moves body to music.
CA.M.i.4: Attends to music and rhythm patterns through music exposure.

Mobile Infant (by 18 months)

CA.M.mi.1: Responds physically to various rhythmic patterns in sound.
CA.M.mi.1a: Vocalizes in response to rhythm.
CA.M.mi.2: Identifies sources of sounds (i.e., dog, cat, car, etc.).
CA.M.mi.2a: Moves to music-rhythm.
CA.M.mi.3: Chooses from variety of objects (instruments/toys).
CA.M.mi.3a: Explores bringing objects together to make sounds.
CA.M.mi.4: Follows and tracks various types of music through movement, facial expressions and verbalizations.

Toddler (by 36 months)

CA.M.t.1: Begins to verbalize words to simple songs.
CA.M.t.2: Responds to tempos presented in a variety of ways (physically, verbally, with instruments).
CA.M.t.3: Follows simple rhythmic patterns with musical instruments.

Pre 3 (by 48 months)

CA.M.p3.1: Repeats sound and rhythm patterns.
CA.M.p3.2: Sings familiar, simple songs.

CA.M.p3.3: Repeats song patterns and rhythmic movements to music.
CA.M.p3.4: Demonstrates understanding of concepts using vocal and physical movement and instruments, e.g., soft/loud, high/low, fast/slow.

Pre 4 (by 60 months)

CA.M.p4.1: Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).
CA.M.p4.2: Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip).
CA.M.p4.3: Creates own songs and movements, including musical instruments.

Kindergarten (by the end of 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.
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.
Pr.4.K.a Physical: With guidance, applies personal, teacher and peer feedback to refine performances.
Pr.4.2.K.b Physical: With guidance, uses suggested strategies in rehearsal to improve the expressive qualities of music.
Pr.5.K.a Physical: With guidance, performs music with expression.
Pr.5.K.b Physical: Performs appropriately for the audience.

C. Dramatic Play

Young Infant (by 8 months)

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.

Mobile Infant (by 18 months)

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.
CA.DP.mi.2: Demonstrates simple character/animal sounds with motions.
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.

Toddler (by 36 months)

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.
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.

Pre 3 (by 48 months)

CA.DP.p3.1: Retells nursery rhymes and sings simple songs.
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.
CA.DP.p3.2b: Begins to change voice, emotion and body in play situations.

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.
CA.DP.p3.3b: Uses props/objects in creative ways to promote and create a story.

Pre 4 (by 60 months)

CA.DP.p4.1: Takes a role in acting out a story.
CA.DP.p4.1a: Creates dialogue specific to a type of character.
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.
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.
CA.DP.p4.3c: Creates unique characters using imagination.

Kindergarten (by the end of kindergarten)

No specific standards.

D. Visual Arts

Young Infant (by 8 months)

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.

Mobile Infant (by 18 months)

CA.VA.mi.1: Scribbles with a crayon.
CA.VA.mi.2: Examines details of pictures, photographs and illustrations.
CA.VA.mi.3: Explores sensory materials (e.g., nontoxic paint, finger paint, paper, playdough, sand, etc.).
CA.VA.mi.4: Repeats actions, sounds, activities, etc.

Toddler (by 36 months)

CA.VA.t.1: Grips paint brush, crayons, pipette, spray bottle, etc.
CA.VA.t.1a: Makes random and disordered scribbles.
CA.VA.t.2: Explores a variety of art media (e.g., painting, gluing, printing, fingerpainting, clay, etc.).
CA.VA.t.3: Explores and manipulates sensory materials.
CA.VA.t.4: Demonstrates self-expression with art materials.

Pre 3 (by 48 months)

CA.VA.p3.1: Begins to use scissors.
CA.VA.p3.1a: Creates visual art with various materials; begins to use color, lines and shapes to communicate meaning.
CA.VA.p3.2: Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake).
CA.VA.p3.3: Creates work that requires some planning.
CA.VA.p3.3a: Works independently to create art.
CA.VA.p3.4: Mixes colors to create a new color.
CA.VA.p3.4a: Identifies shapes in art.

Pre 4 (by 60 months)

CA.VA.p4.1: Uses a variety of materials and tools to create art.
CA.VA.p4.2: Begins to create drawings that are better defined, more detailed and more realistic.
CA.VA.p4.3: Demonstrates understanding of art vocabulary and concepts.
CA.VA.p4.4: Discusses own artistic creations and those of others.

Kindergarten (by the end of kindergarten)

Kindergarten Pr4.1.K Presenting: Selects art objects for personal portfolio and display, explains why they were chosen.
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.

Kansas State Board of Education

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- Academic preparation,
- Cognitive preparation,
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- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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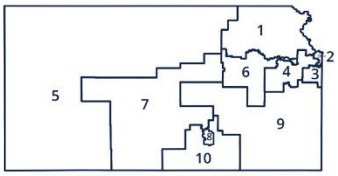

Kansas divided into the ten State Board of Education districts.

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