



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
With
*Kansas Early Learning Standards***

This document aligns the content in the *Kansas Early Learning Standards* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

Kansas State Department of Education. (2014). *Kansas early learning standards*. Topeka, KS: Author. Retrieved from <http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf>

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<i>Kansas Early Learning Standards</i>	<i>How The Creative Curriculum® for Preschool meets Kansas Early Learning Standards</i>
Approaches to Learning	
Toddler: (By 36 months)	
Persistence & Engagement in Learning	
Engagement and Attention	
ATL.t.1.: Begins to maintain focus, despite distractions, during brief delays in task.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
ATL.t.2.: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
ATL.t.3.: Continues to play when a caregiver leaves the area.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Persistence	
ATL.t.4.: Engages in self-initiated activities for a sustained period of time.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
ATL.t.5.: Returns to an activity after being distracted.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Initiative	
Curiosity and Initiative	
ATL.t.6.: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sand box to fill a hole).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

ATL.t.7: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self</p> <p>Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world</p>
ATL.t.8: Asks questions about items/objects.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p>
Sense of Competence	
ATL.t.9: Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”).	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self</p>
ATL.t.10: May show assertiveness (e.g., giving orders to others).	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self</p>
ATL.t.11: Feels comfortable in a variety of places with familiar adults.	<p>Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults</p>
Creativity	
Problem Solving	
ATL.t.12: Seeks alternate method when first attempt fails and/or seeks adult assistance.	<p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p>
ATL.t.13: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).	<p>Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it</p>
ATL.t.14: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	<p>Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults</p>

Creativity and Flexibility	
ATL.t.15:. Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
ATL.t.16:. May change behavior based on previous learning.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support

Pre3: (By 48 months)	
Persistence & Engagement in Learning	
Engagement and Attention	
ATL.p3.1.: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
ATL.p3.2.: Ignores distractions briefly when engrossed in an activity.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
ATL.p3.3.: Remembers and follows one or two step directions.	Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
Persistence	
ATL.p3.4.: Practices an activity many times until successful.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Initiative	
Curiosity and Initiative	
ATL.p3.5.: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
ATL.p3.6.: Initiates play with other children.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
ATL.p3.7.: Explores, practices, understands social roles through play.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else

Sense of Competence	
ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others.	Demonstrates knowledge about self
ATL.p3.9: Knows self as part of family, culture, spiritual group or community.	Demonstrates knowledge about self
ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Creativity	
Problem Solving	
ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Creativity and Flexibility	
ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

Physical Health and Development	
Toddler: (By 36 months)	
Large Motor Skills	
PHD.t.1: Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up).	Demonstrates balancing skills Experiments with different ways of balancing
PHD.t.2: Catches a ball with both hands.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
PHD.t.3: Begins to run.	Demonstrates traveling skills Experiments with different ways of moving
Fine Motor Skills	
PHD.t.4: Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Physical Fitness	
PHD.t.5: Participates in active physical play (e.g., runs, uses playground equipment).	Demonstrates traveling skills Moves purposefully from place to place with control
Nutrition/Healthy Eating	
PHD.t.6: Makes simple food choices and has food preferences, demonstrates a willingness to try new foods.	Demonstrates knowledge about self
Personal Hygiene	
PHD.t.7: Washes hands and face with assistance.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
PHD.t.8: May begin to initiate interest in self-toileting.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Safety	
PHD.t.9.: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
PHD.t.10.: Alerts adults to potential harmful situations.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Pre3: (By 48 months)	
Large Motor Skills	
PHD.p3.1.: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
Fine Motor Skills	
PHD.p3.2.: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Physical Fitness	
PHD.p3.3.: Participates in active play exhibiting strength and stamina.	Demonstrates traveling skills Moves purposefully from place to place with control
Nutrition/Healthy Eating	
PHD.p3.4.: Eats a variety of foods.	Regulates own emotions and behaviors Takes care of own needs appropriately 8Takes responsibility for own well-being
PHD.p3.5.: Drinks from a cup without spilling and takes bites from whole foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

Personal Hygiene	
PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Safety	
PHD.p3.8: Knows common safety rules that have been discussed or taught.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
PHD.p3.9: Alerts adults to potentially harmful situations.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

Social and Emotional Development	
Toddler: (By 36 months)	
SED.CD. Character Development	
Foundations of character development	
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.t.1.: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
SED.CD.t.2.: Feels comfortable in a variety of places with familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.t.3.: Begins to more easily separate from caregiver.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
SED.R. Responsible Decision Making and Problem Solving	
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals	
SED.R.t.1.: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Organize personal time and managing personal responsibilities effectively	
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.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

Play a developmentally appropriate role in classroom management and school governance	
SED.R.t.3.: Feels comfortable in a variety of places with familiar adults nearby.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
SED.R.t.4.: Continues to play when familiar adult leaves area.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
SED.PD. Personal Development	
Self-Awareness	
Understand and analyze thoughts and emotions	
SED.PD.t.1.: Shows awareness of own emotions and uses verbal and nonverbal ways to express simple (e.g., happy, sad, mad, afraid) and more complex emotions (e.g., pride, embarrassment, shame and guilt).	Demonstrates knowledge about self
Identify and assess personal qualities and external supports	
SED.PD.t.2.: Shows awareness of self as belonging to one or more groups.	Demonstrates knowledge about self
SED.PD.t.3.: Identifies own feelings, needs and interests.	Demonstrates knowledge about self
Self-Management	
Understand and practice strategies for managing thoughts and behaviors	
SED.PD.t.4.: Anticipates the need for comfort and tries to prepare for changes in routine.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

SED.PD.t.5.: Seeks close proximity to familiar adults for security and support, especially when distressed.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Reflect on perspectives and emotional responses	
SED.PD.t.6. Demonstrates increasing awareness of others' feelings.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
SED.PD.t.7. May respond to peer's distress by doing something to make him/her feel better (e.g., say "hug" to crying peer; offer peer their blanket or toy).	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
SED.SD. Social Development	
Social Awareness	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.t.1.: Begins to identify own feelings, needs and interests and show awareness that others have feelings.	Demonstrates knowledge about self
SED.SD.t.2.: Responds in caring ways to another's distress in some situations.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.t.3.: Expresses preferences for familiar people, books, toys and activities.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
SED.SD.t.4.: Uses previous learning to inform new experiences with people and objects in their environment.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

Interpersonal Skills	
Demonstrate communication and social skills to interact effectively	
SED.SD.t.5:.. Plays side-by-side with another child, at times observing, imitating or engaging child in play.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
Develop and maintain positive relationships	
SED.SD.t.6:.. Seeks out trusted adult for comfort or support.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
SED.SD.t.7:.. Shows interest in unfamiliar adults with support from familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.t.8:.. Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
SED.SD.t.9:.. Seeks adult assistance when encountering a problem.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it

Pre3: (By 48 months)	
SED.CD. Character Development	
Foundations of character development	
Develop, implement, promote and model core ethical and performance principles	
SED.CD.p3.1.: Responds to positive and negative feedback from familiar adults.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.p3.2.: Becomes increasingly aware of effects of own behavior on others.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.p3.3.: Shows awareness of feelings of others with adult guidance and support.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.	
SED.CD.p3.4.: Expresses interests, acceptance, affection for others.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately

SED.R. Responsible Decision Making and Problem Solving	
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals	
SED.R.p3.1.: Begin to understand consequences of own actions with adult support.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Organize personal time and managing personal responsibilities effectively	
SED.R.p3.2.: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Play a developmentally appropriate role in classroom management and school governance	
SED.R.p3.3.: Demonstrates confidence by participating in familiar classroom routines.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
SED.R.p3.4.: Interacts with familiar adults with varying degrees of comfort.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
SED.R.p3.5.: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
Develop, implement and model effective problem solving skills	
SED.R.p3.6.: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
SED.R.p3.7.: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems

SED.PD. Personal Development	
Self-Awareness	
Understand and analyze thoughts and emotions	
SED.PD.p3.1.: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately Demonstrates knowledge about self
SED.PD.p3.2.: Begins to express and respond to a range of emotions in socially acceptable ways.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Identify and assess personal qualities and external supports	
SED.PD.P3.3.: Describes self by using several basic characteristics.	Demonstrates knowledge about self
SED.PD.p3.4.: States basic personal information (e.g., name and age).	Demonstrates knowledge about self
SED.PD.p3.5.: Displays awareness of own thoughts and feelings.	Demonstrates knowledge about self
Self-Management	
Understand and practice strategies for managing thoughts and behaviors	
SED.PD.p3.6.: Makes known personal needs and desires.	Demonstrates knowledge about self
SED.PD.p3.7.: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Reflect on perspectives and emotional responses	
SED.PD.p3.8.: Recognizes own positive and negative feelings when an adult labels them.	Shows basic understanding of people and how they live

Set, monitor, adapt and evaluate goals to achieve success in school and life	
SED.PD.p3.9: Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.	Demonstrates knowledge about self Shows basic understanding of people and how they live
SED.SD. Social Development	
Social Awareness	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.p3.1: Expresses concern for the needs of others and people in distress.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).	Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.p3.3: Compares own characteristics with those of others.	Demonstrates knowledge about self Shows basic understanding of people and how they live

Interpersonal Skills	
Demonstrate communication and social skills to interact effectively	
SED.SD.p3.4.: Follows rules and simple directions (1-2 steps).	<ul style="list-style-type: none"> Regulates own emotions and behaviors Follows limits and expectations <ul style="list-style-type: none"> Manages classroom rules, routines, and transitions with occasional reminders Listens to and understands increasingly complex language Follows directions <ul style="list-style-type: none"> Follows simple requests not accompanied by gestures
SED.SD.p3.5.: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).	<ul style="list-style-type: none"> Participates cooperatively and constructively in group situations Balances needs and rights of self and others <ul style="list-style-type: none"> Initiates the sharing of materials in the classroom and outdoors
SED.SD.p3.6.: Begins to participate in conversational turn taking.	<ul style="list-style-type: none"> Uses appropriate conversational and other communication skills Uses social rules of language <ul style="list-style-type: none"> Uses acceptable language and social rules while communicating with others; may need reminders
Develop and maintain positive relationships	
SED.SD.p3.7.: Shows interest in having a friend.	<ul style="list-style-type: none"> Establishes and sustains positive relationships Makes friends <ul style="list-style-type: none"> Seeks a preferred playmate; shows pleasure when seeing a friend
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.p3.8.: Begins to resolve conflicts with peers, given adult assistance.	<ul style="list-style-type: none"> Participates cooperatively and constructively in group situations Solves social problems <ul style="list-style-type: none"> Seeks adult help to resolve social problems

Communications and Literacy Standards	
Toddler: (By 36 months)	
CL.L. Literature	
Key Ideas and Details	
CL.L.t.1.: With prompting and support, asks and answers simple questions about story content using pictures.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
CL.L.t.2.: Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear’s chair?” C: “It broke”).	Comprehends and responds to books and other texts Retells stories Retells some events from a familiar story with close adult prompting
Craft and Structure	
CL.L.t.3.: Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story).	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
Integration of Knowledge and Ideas	
CL.L.t.4.: Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
CL.L.t.5.: Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support

Range of Reading and Level of Text Complexity	
CL.L.t.6.: Engages in reading activities with an adult and possibly one or two peers.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
CL.IT. Informational Text (Non-Fiction)	
Key Ideas and Details	
CL.IT.t.1.: With prompting and support, asks and answers simple questions about text using pictures.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
CL.IT.t.2.: Retells some information from a familiar text using pictures or props as a support with close adult prompting (e.g., T: Here is a picture of a fire truck, what do you know about fire trucks?).	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
Craft and Structure	
CL.IT.t.3.: Exhibits curiosity and interest in learning new vocabulary.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
CL.IT.t.4.: Identifies the front cover of a book in order to orient the book correctly for reading.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Integration of Knowledge and Ideas	
CL.IT.t.5.: Draws meaning from pictures, print and text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures

CL.F. Foundational skills	
Print Concepts	
CL.F.t.1.: Holds book right side up to look at pictures.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
CL.F.t.2.: Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
Phonological Awareness	
CL.F.t.3.: Differentiates between sounds that are the same and different (e.g., bell vs. drum).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape Compares and measures Makes simple comparisons between two objects
CL.F.t.4.: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
Fluency	
CL.F.t.5.: “Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

CL.W. Writing	
Text Types and Purposes	
CL.W.t.1.: Uses thumb and fingers of one hand to hold writing tool.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
CL.W.t.2.: Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).	Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles
Research to Build and Present Knowledge	
CL.W.t.3.: Participates in conversations about past events.	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
CL.SL. Speaking and Listening	
Comprehension and Collaboration	
CL.SL.t.1.: In a conversation with a peer or caregiver:	
CL.SL.t.1a.: Answers simple questions and begins to ask questions using inflection and intonation.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly
CL.SL.t.1b.: Sustains a conversation with two or more turns.	Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations

CL.SL.t.2.: Confirms understanding of information presented orally through verbalization's of one or two words or actions.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
CL.SL.t.3.: Uses language to seek help, get information or clarify something that is not understood.	<p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Uses some words and word-like sounds and is understood by most familiar people</p> <p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <p>Initiates and attends to brief conversations</p>
Presentation of Knowledge and Ideas	
CL.SL.t.4.: Uses words to label actions.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Names familiar people, animals, and objects</p>
CL.SL.t.5.: Expresses wants and needs, likes and dislikes.	<p>Regulates own emotions and behaviors</p> <p>Takes care of own needs appropriately</p> <p>Seeks to do things for self</p>
CL.SL.t.6.: Speaks so that familiar listeners are able to understand ideas, feeling and need.	<p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Uses some words and word-like sounds and is understood by most familiar people</p>
CL.LS. Language Standards	
Vocabulary Acquisition and Use	
CL.LS.t.1.: Shows an understanding of requests and statements referring to familiar people and objects (e.g., when asked “Where is your bear,“ child is able to retrieve the bear and show it to the caregiver or friend).	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Identifies familiar people, animals, and objects when prompted</p>

Pre3: (By 48 months)	
CL.L. Literature	
Key Ideas and Details	
CL.L.p3.1.: With prompting and support, asks and answers simple questions about the story content.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
CL.L.p3.2.: Uses pictures and illustrations to tell and retell parts of a story.	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
Craft and Structure	
CL.L.p3.3.: Asks and answers questions about unknown words/ pictures in a book.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
CL.L.p3.4.: Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
CL.L.p3.5.: Understands that books have both illustrations and print.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
CL.L.p3.6.: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation

CL.L.p3.7.: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures</p> <p>Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts</p>
Range of Reading and Level of Text Complexity	
CL.L.p3.8.: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures</p>
CL.IT. Informational Text (Non-Fiction)	
Key Ideas and Details	
CL.IT.p3.1.: With prompting and support, asks and answers simple questions about the text.	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures</p>
CL.IT.p3.2.: Retells some details of the text using pictures or props as a support.	<p>Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts</p>
Craft and Structure	
CL.IT.p3.3.: Exhibits curiosity and interest in learning new vocabulary.	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas</p>
CL.IT.p3.4.: Identifies the front and back cover of a book.	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
CL.IT.p3.5.: Understands that books have both illustrations and print.	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors</p>

Integration of Knowledge and Ideas	
CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
Range of Reading and Level of Text Complexity	
CL.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
CL.F. Foundational skills	
Print Concepts	
CL.F.p3.1: Demonstrates understanding of the organization and basic features of print.	
CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow

CL.F.p3.1b.: Demonstrates an understanding that print conveys meaning (i.e., environmental print).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
CL.F.p3.1c.: Recognizes letters in their name.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
Phonological Awareness	
CL.F.p3.2.: Plays with the sounds of language.	
CL.F.p3.2a.: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CL.F.p3.2b.: Distinguishes whether two words rhyme or not.	Demonstrates phonological awareness Notices and discriminates rhyme Decides whether two words rhyme
CL.F.p3.2c.: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad).	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
CL.F.p3.2d.: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).	Demonstrates phonological awareness Notices and discriminates alliteration Shows awareness that some words begin the same way

Phonics and Word Recognition	
CL.F.p3.3: Knows and applies age-appropriate word analysis skills.	
CL.F.p3.3a: Begins to identify own name in print.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
Fluency	
CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CL.W. Writing	
Text Types and Purposes	
CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
Production and Distribution of Writing	
CL.W.p3.2: Uses consistent marks to represent name when writing.	Demonstrates emergent writing skills Writes name Mock letters or letter-like forms
CL.W.p3.3: With guidance and support, imitates shapes and strokes.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms

CL.W.p3.4.: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).	Uses tools and other technology to perform tasks
Research to Build and Present Knowledge	
CL.W.p3.5.: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
CL.W.p3.6.: With guidance and support from adults, collaborates with peers to recall information from experiences.	Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
CL.SL. Speaking and Listening	
Comprehension and Collaboration	
CL.SL.p3.1.: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.	
CL.SL.p3.1a.: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).	Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
CL.SL.p3.1b.: Continues a conversation through three or more exchanges.	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
CL.SL.p3.2.: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories

Presentation of Knowledge and Ideas	
CL.SL.p3.3.: Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
CL.SL.p3.4.: Able to describe objects and actions depicted in pictures.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
CL.SL.p3.5.: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
CL.LS. Language Standards	
Conventions of Standard English	
CL.LS.p3.1.: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.	
CL.LS.p3.1a.: Begins to make letter like forms and print some letters (e.g., letters in their name).	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
CL.LS.p3.1b.: Uses frequently occurring nouns and verbs when speaking.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
CL.LS.p3.1c.: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
CL.LS.p3.1d.: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
CL.LS.p3.1e.: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance

CL.LS.p3.1f.: Communicates using at least 3-4 word sentences.	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
CL.LS.p3.2.: Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.	<p>Demonstrates emergent writing skills</p> <p>Writes to convey meaning</p> <p>Letter strings</p>
Vocabulary Acquisition and Use	
CL.LS.p3.3.: Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
CL.LS.p3.4.: With guidance and support from adults, explores word relationships and nuances in word meanings.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
CL.LS.p3.4a.: Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses complete, four- to six-word sentences</p>
CL.LS.p3.4b.: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses complete, four- to six-word sentences</p>
CL.LS.p3.5.: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p>

Mathematical Knowledge	
Toddler: (By 36 months)	
M.CC. Counting and Cardinality	
Know number names and the count sequence	
M.CC.t.1.: Verbally counts in sequence to 3.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Count to tell the number of objects	
M.CC.t.2.: Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much (e.g., uses words such as “one, two, more, little, a lot”).	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
M.CC.t.3.: Matches large pegs to holes using one-to-one correspondence.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Compare Numbers	
M.CC.t.4.: Demonstrates an understanding that one collection has more than another when the collections are quite different in size (one collection is at least twice the other).	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
M.OA. Operations and algebraic thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.t.1.: Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates “I have more”).	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
M.OA.t.2.: Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a repeating pattern in a storybook (e.g., “Brown Bear, Brown Bear, What do You See?”)).	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life

M.MD. Measurement and Data	
Describe and compare measurable attributes	
M.MD.t.1.: Starts to use words to describe measurable attributes (e.g., big, heavy, empty).	Compares and measures Makes simple comparisons between two objects
Classify objects and count the number of objects in each category	
M.MD.t.2.: Groups two or more objects by one attribute (e.g., labels all the big animals “mama” and the small animals “baby”, puts all the red items in one pile and the non red items in another).	Uses classification skills Matches similar objects
M.MD.t.3.: Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing).	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
M.G. Geometry	
Identify and Describe Shapes	
M.G.t.1.: Demonstrates an understanding of simple location/position words (e.g., under, in, out).	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to position (in, on, under, up, down)
M.G.t.2.: Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).	Explores and describes spatial relationships and shapes Understands shapes Matches two identical shapes
Analyze, compare, create and compose shapes	
M.G.t.3.: Manipulates shapes to place in a form board or simple puzzle.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful Explores and describes spatial relationships and shapes Understands shapes Matches two identical shapes

Pre3: (By 48 months)	
M.CC. Counting and Cardinality	
Know number names and the count sequence	
M.CC.p3.1.: Counts in sequence to 10.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
M.CC.p3.2.: Demonstrates an understanding that number names can be represented with a written numeral.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
Count to tell the number of objects	
M.CC.p3.3.: Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
M.CC.p3.4.: Spontaneously counts for own purposes.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
M.CC.p3.5.: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Compare Numbers	
M.CC.p3.6.: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
M.CC.p3.7.: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
M.OA. Operations and algebraic thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.p3.1.: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
M.OA.p3.2.: Uses concrete objects including shapes to copy simple patterns.	Demonstrates knowledge of patterns Copies simple repeating patterns
M.MD. Measurement and Data	
Describe and compare measurable attributes	
M.MD.p3.1.: Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims “That’s heavier!”).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Classify objects and count the number of objects in each category	
M.MD.p3.2.: Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

M.G. Geometry	
Identify and Describe Shapes	
M.G.p3.1.: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
M.G.p3.2.: Correctly names shapes regardless of their orientations or overall size.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Analyze, compare, create and compose shapes	
M.G.p3.3.: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
M.G.p3.4.: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Science	
Toddler: (By 36 months)	
Motion and Stability: Forces and Interactions	
S.t.1.: Demonstrates an understanding of basic cause and effect.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
S.t.2.: Acts upon objects to see any novel movement their action causes (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
From Molecules to Organisms: Structures and Processes	
S.t.3.: Names familiar objects, animals, body parts (e.g., arm, hand, arm).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
S.t.4.: Begins to identify traits of living things (e.g., the sound a duck makes).	Demonstrates knowledge of the characteristics of living things
S.t.5.: Demonstrates an understanding that people and animals need food and water to live.	Demonstrates knowledge of the characteristics of living things
Earth's Systems	
S.t.6.: Beginning to identify weather occurrences (e.g., sun, rain, snow).	Demonstrates knowledge of Earth's environment
Earth and Human Activity	
S.t.7.: Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water).	Demonstrates knowledge of the characteristics of living things
S.t.8.: Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.	Demonstrates knowledge of the characteristics of living things

Pre3: (By 48 months)	
Motion and Stability: Forces and Interactions	
S.p3.1.: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).	Demonstrates knowledge of the physical properties of objects and materials
Energy	
S.p3.2.: Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “ It’s hot out here in the sun.” “At night it gets dark because the sun goes away”).	Demonstrates knowledge of Earth’s environment
From Molecules to Organisms: Structures and Processes	
S.p3.3.: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	Demonstrates knowledge of the characteristics of living things
S.p3.4.: Understands that living things need air, water and food.	Demonstrates knowledge of the characteristics of living things
Earth’s Systems	
S.p3.5.: Identifies weather occurrences (e.g., sun, rain and snow).	Demonstrates knowledge of Earth’s environment
S.p3.6.: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).	Uses scientific inquiry skills
Earth and Human Activity	
S.p3.7.: Comments on an animal’s appearance, behavior or habitat.	Demonstrates knowledge of the characteristics of living things
S.p3.8.: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
S.p3.9.: Makes comments about the weather. (e.g., it’s cold, it’s windy).	Demonstrates knowledge of Earth’s environment
S.p3.10.: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).	Demonstrates knowledge of Earth’s environment

Social Studies	
Toddler: (By 36 months)	
Government	
SS.t.1.: Identifies family members by name.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Identifies familiar people, animals, and objects when prompted</p>
Economics	
SS.t.2.: Shares with others and takes turns with adult guidance.	<p>Participates cooperatively and constructively in group situations</p> <p>Balances needs and rights of self and others</p> <p>Responds appropriately to others' expressions of wants</p>
Geography	
SS.t.3.: Talks about objects and people in familiar environments (e.g., home, grocery store).	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Names familiar people, animals, and objects</p>
Kansas, United States and World History	
SS.t.4.: Identifies routines and common occurrences in his/her life.	<p>Demonstrates knowledge of patterns</p> <p>Shows interest in simple patterns in everyday life</p>
SS.t.5.: Recognizes the start and end of an event (e.g., clapping at the end of a song).	<p>Demonstrates knowledge of patterns</p> <p>Shows interest in simple patterns in everyday life</p>
Pre3: (By 48 months)	
Government	
SS.p3.1.: Names family members by relationships (e.g., dad, sister, cousin).	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Names familiar people, animals, and objects</p>
Economics	
SS.p3.2.: Trades or exchanges materials or objects with others.	<p>Participates cooperatively and constructively in group situations</p> <p>Balances needs and rights of self and others</p> <p>Takes turns</p>
SS.p3.3.: Discriminates between "yours" and "mine."	Demonstrates knowledge about self

Geography	
SS.p3.4.: Uses words to indicate direction.	<p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and responds appropriately to positional words indicating location, direction, and distance</p>
SS.p3.5.: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Draws or constructs, and then identifies what it is</p>
SS.p3.6.: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	<p>Participates cooperatively and constructively in group situations</p> <p>Balances needs and rights of self and others</p> <p>Initiates the sharing of materials in the classroom and outdoors</p>
Kansas, United States and World History	
SS.p3.7.: Questions why and/or how people are similar or different.	Shows basic understanding of people and how they live
SS.p3.8.: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...”, “ or before I moved into my new house... ”).	Explores change related to familiar people or places

Creative Arts	
Toddler: (By 36 months)	
Dance	
CA.t.1.: Physical:	
CA.t.1a:. Moves head, arms, legs, knees, elbows, fingers, toes in isolation.	Explores dance and movement concepts
CA.t.1b:. Walks, runs, jumps.	Demonstrates traveling skills Experiments with different ways of moving
CA.t.2.: Responding:	
CA.t.2a:. When asked, moves forward, backwards, up and, down.	Explores dance and movement concepts
CA.t.2b:. Begins to balance on one foot.	Demonstrates balancing skills Experiments with different ways of balancing
CA.t.2c:. Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.	Explores dance and movement concepts
CA.t.3.: Creating:	
CA.t.3a:. Stops and starts with music cues.	Explores dance and movement concepts
CA.t.3b:. Improvises movement to fast and slow music.	Explores dance and movement concepts
CA.t.2.: Understanding:	
CA.t.2a:. Stops and starts with music cues.	Explores dance and movement concepts
CA.t.2b:. Improvises movement to fast and slow music.	Explores dance and movement concepts

Music	
CA.t.5.: Physical:	
CA.t.5a.: Begins to verbalize words to simple songs.	Explores musical concepts and expression
CA.t.6.: Responding:	
CA.t.6a.: Responds to tempos presented in a variety of ways: physically, verbally, with instruments.	Explores musical concepts and expression
CA.t.7.: Creating:	
CA.t.7a.: Follows simple rhythmic patterns with musical instruments.	Explores musical concepts and expression
CA.t.7b.: Explores simple music -concepts: tempo, music scale-up to 5 note scale.	Explores musical concepts and expression
CA.t.8.: Understanding:	
CA.t.8a.: Follows and tracks various types of music through movement, facial expressions, verbalize.	Explores musical concepts and expression
CA.t.8b.: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	Explores musical concepts and expression
Acting/Theater	
CA.t.9.: Physical:	
CA.t.9a.: Beginning to follow more complex directions.	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p>
CA.t.9b.: Initiates conversation.	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <p>Initiates and attends to brief conversations</p>
CA.t.9c.: Asks questions to understand order of world's story.	Explores drama through actions and language
CA.t.10.: Responding:	
CA.t.10a.: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	Explores drama through actions and language
CA.t.10b.: Recreates plot of familiar stories or movies.	Explores drama through actions and language

CA.t.11:. Creating:	
CA.t.11a:. Talks in play situations.	Explores drama through actions and language
CA.t.11b:. Moves inanimate objects (e.g., toy characters) in a play situation.	Explores drama through actions and language
CA.t.11c:. Changes voice, emotion, body in play situations.	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
CA.t.11d:. Likes to wear costumes to pretend to be other than self.	Explores drama through actions and language
CA.t.12:. Understanding:	
CA.t.12a:. Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games
CA.t.12b:. Recreates plot of familiar stories or movies.	Explores drama through actions and language
Visual Arts	
CA.t.13:. Physical:	
CA.t.13a:. Grips paint brush, crayons, pipette, spray bottle.	Explores the visual arts
CA.t.13b:. Makes random and disordered scribbles.	Explores the visual arts
CA.t.14:. Responding:	
CA.t.14a:. Explores variety of art media: painting, gluing, printing, finger-painting, clay, etc.	Explores the visual arts
CA.t.14b:. Shows control of paint, brushes, markers, etc.	Explores the visual arts
CA.t.15:. Creating:	
CA.t.15a:. Explores and manipulates sensory materials.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
CA.t.15b:. Demonstrates self-expression with art materials.	Explores the visual arts

CA.t.16:. Understanding:	
CA.t.16a:. Explores and manipulates sensory materials.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
CA.t.16b:. Demonstrates self-expression with art materials.	Explores the visual arts
Pre3: (By 48 months)	
Dance	
CA.p3.1:. Physical:	
CA.p3.1a:. Explores moving all body parts in isolation.	Explores dance and movement concepts
CA.p3.1b:. Explores cross lateral movements.	Explores dance and movement concepts
CA.p3.2:. Responding:	
CA.p3.2a:. Moves one body part in response to a simple rhythm pattern.	Explores dance and movement concepts
CA.p3.2b:. Demonstrates the difference between still and moving.	Explores dance and movement concepts
CA.p3.2c:. Moves over, under and around objects.	Explores dance and movement concepts
CA.p3.3:. Creating:	
CA.p3.3a:. Creates high, medium and low shapes.	Explores dance and movement concepts
CA.p3.3b:. Explores and creates patterns.	Explores dance and movement concepts
CA.p3.3c:. Combines axial and locomotor movements together.	Explores dance and movement concepts
CA.p3.4:. Understanding:	
CA.p3.4a:. Listens to musical cues and teacher instruction.	Explores dance and movement concepts
CA.p3.4b:. Dances with purpose attentive to music and instruction.	Explores dance and movement concepts
Music	
CA.p3.5:. Physical:	
CA.p3.5a:. Repeats sound and rhythm patterns.	Explores musical concepts and expression
CA.p3.5b:. Sings simple songs.	Explores musical concepts and expression
CA.p3.6:. Responding:	
CA.p3.6a:. Moves to traditional music: march, gallop, hop, tiptoe.	Explores musical concepts and expression

CA.p3.7.: Creating:	
CA.p3.7a.: Repeats song patterns and rhythmic movements to music.	Explores musical concepts and expression
CA.p3.7b.: Sings 5-8 note scale.	Explores musical concepts and expression
CA.p3.8.: Understanding:	
CA.p3.8a.: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	Explores musical concepts and expression
Acting/Theater	
CA.p3.9.: Physical:	
CA.p3.9a.: Recites nursery rhymes and simple songs.	Explores drama through actions and language
CA.p3.9b.: Recalls familiar stories.	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
CA.p3.9c.: Memorizes words in books and stories.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
CA.p3.10.: Responding:	
CA.p3.10a.: Identifies feelings - happy, sad, mad, etc.	Explores drama through actions and language
CA.p3.10b.: Beginning to differentiate between real and pretend.	Explores drama through actions and language
CA.p3.10c.: Participates in songs, stories, fingerplays, chants with voice and body together.	Explores dance and movement concepts
CA.p3.10d.: Beginning to take a role in dramatic play.	Explores drama through actions and language
CA.p3.11.: Creating:	
CA.p3.11a.: Follows simple instructions to recreate story and dramatic movement.	Explores drama through actions and language
CA.p3.11b.: Uses costumes to disguise self and become a character in everyday environment.	Explores drama through actions and language

CA.p3.12:. Understanding:	
CA.p3.12a:. Creates action and verbalization with costume prompt.	Explores drama through actions and language
CA.p3.12b:. Creates story with props/manipulatives.	Explores drama through actions and language
Visual Arts	
CA.p3.13:. Physical:	
CA.p3.13a:. Begins use of scissors.	Explores the visual arts
CA.p3.13b:. Explores with natural and recycled objects.	Explores the visual arts
CA.p3.14:. Responding:	
CA.p3.14a:. Explores more complex art activities.	Explores the visual arts
CA.p3.14b:. Mixes two basic shapes - abstract rather than representational.	Explores the visual arts
CA.p3.15:. Creating:	
CA.p3.15a:. Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.	Explores the visual arts
CA.p3.15b:. Works independently.	<p>Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p> <p>Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility</p>
CA.p3.16:. Understanding:	
CA.p3.16a:. Mixes colors to create a new color.	Explores the visual arts
CA.p3.16b:. Names shapes.	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)