



Alignment of

The Creative Curriculum[®] *for* Infants, Toddlers & Twos



WITH

**Alignment of *The Creative Curriculum*[®] for Infants, Toddlers & Twos
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 Infants, Toddlers & Twos. *The Creative Curriculum*[®] for Infants, Toddlers & Twos 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>

Teaching Strategies, LLC. (2011). *The Creative Curriculum*[®] for infants, toddlers & twos. Washington, DC: Author.

Kansas Early Learning Standards	How <i>The Creative Curriculum</i>® for Infants, Toddlers & Twos meets Kansas Early Learning Standards
Approaches to Learning	
Young Infant: (By 8 months)	
Persistence & Engagement in Learning	
Engagement and Attention	
ATL.i.1.: Demonstrates awareness of happenings and surroundings.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
ATL.i.2.: Controls caregiver’s attention by babbling, looking at face, smiling or at times looking away to disengage.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
ATL.i.3.: Shows interest in other children.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Persistence	
ATL.i.4.: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Initiative	
Curiosity and Initiative	
ATL.i.5.: Shows preferences for certain toys or activities.	Demonstrates knowledge about self
ATL.i.6.: Lifts arms toward caregiver to be picked up; explores own fingers and toes.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Sense of Competence	
ATL.i.7.: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results

ATL.i.8.: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Creativity	
Problem Solving	
ATL.i.9.: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult's tone of voice and expression
ATL.i.10.: Looks for caregiver response in new or uncertain situation.	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult's tone of voice and expression
Creativity and Flexibility	
ATL.i.11.: Shows interest in looking at, feeling or exploring new objects.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment

Mobile Infant: (By 18 months)	
Persistence & Engagement in Learning	
Engagement and Attention	
ATL.mi.1.: Focuses on an activity, but is easily distracted.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
ATL.mi.2.: Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Persistence	
ATL.mi.3.: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the ‘pick it up’ game).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
ATL.mi.4.: Executes simple 2-step plan (i.e., means-to-end task).	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Initiative	
Curiosity and Initiative	
ATL.mi.5.: Explores the environment through a variety of senses.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
ATL.mi.6.: Chooses toys/things for play.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Sense of Competence	
ATL.mi.7.: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

ATL.mi.8.: Points or protests to indicate likes and dislikes.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
ATL.mi.9.: Expresses and responds to a variety of emotions.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Creativity	
Problem Solving	
ATL.mi.10.: Seeks out trusted adult for comfort or support and/or accepts adult assistance.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
ATL.mi.11.: Tries to do things on own.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Creativity and Flexibility	
ATL.mi.12.: Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
ATL.mi.13.: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events
ATL.mi.14.: May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

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

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

Physical Health and Development	
Young Infant: (By 8 months)	
Large Motor Skills	
PHD.i.1.: Crawls through and around objects.	Demonstrates traveling skills Moves to explore immediate environment
PHD.i.2.: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements (e.g., rolls from stomach to back, holds head and torso up on two hands, rocks back and forward while on hands and knees, sits steadily unsupported).	Demonstrates traveling skills Moves to explore immediate environment
PHD.i.3.: Reaches for objects.	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
Fine Motor Skills	
PHD.i.4.: Transfers objects from one hand to other.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
PHD.i.5.: Grasps and releases object using entire hand.	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
Physical Fitness	
PHD.i.6.: Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Nutrition/Healthy Eating	
PHD.i.7.: Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Personal Hygiene	
PHD.i.8.: Signals need by crying (e.g., wet, hungry, tired, etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs

Safety	
PHD.i.9.: Shows preference for major caregiver.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
PHD.i.10.: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult’s tone of voice and expression
Mobile Infant: (By 18 months)	
Large Motor Skills	
PHD.mi.1.: Creeps up/down stairs.	Demonstrates traveling skills Experiments with different ways of moving
PHD.mi.2.: Takes independent steps.	Demonstrates traveling skills Experiments with different ways of moving
PHD.mi.3.: Throws ball and other objects independently.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
Fine Motor Skills	
PHD.mi.4.: Coordinates the use of arms, hands and fingers to accomplish tasks (e.g., drinks from bottle, cup by self, holds a spoon).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
PHD.mi.5.: Coordinates eye-hand movements (e.g., putting things in a box).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Physical Fitness	
PHD.mi.6.: Participates in active physical play (e.g., crawls and climbs over and under).	Demonstrates traveling skills Experiments with different ways of moving
Nutrition/Healthy Eating	
PHD.mi.7.: Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Personal Hygiene	
PHD.mi.8.: Indicates when pants are wet and need to be changed.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Safety	
PHD.mi.9.: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
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

Social and Emotional Development	
Young Infant: (By 8 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.i.1.: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	<ul style="list-style-type: none"> Uses appropriate conversational and other communication skills Engages in conversations <li style="padding-left: 20px;">Engages in simple back-and-forth exchanges with others
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.i.2.: Begins to form relationships with consistent caregivers.	<ul style="list-style-type: none"> Establishes and sustains positive relationships Forms relationships with adults <li style="padding-left: 20px;">Demonstrates a secure attachment to one or more adults
SED.R. Responsible Decision Making and Problem Solving	
Play a developmentally appropriate role in classroom management and school governance	
SED.R.i.1.: Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	<ul style="list-style-type: none"> Regulates own emotions and behaviors Manages feelings <li style="padding-left: 20px;">Uses adult support to calm self Establishes and sustains positive relationships Forms relationships with adults <li style="padding-left: 20px;">Demonstrates a secure attachment to one or more adults
SED.PD. Personal Development	
Self-Awareness	
Understand and analyze thoughts and emotions	
SED.PD.i.1. Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	<ul style="list-style-type: none"> Uses language to express thoughts and needs Uses an expanding expressive vocabulary <li style="padding-left: 20px;">Vocalizes and gestures to communicate

Identify and assess personal qualities and external supports	
SED.PD.i.2.: Begins to understand self as separate person from others.	Demonstrates knowledge about self
Self-Management	
Understand and practice strategies for managing thoughts and behaviors	
SED.PD.i.3.: Comforts self by rocking body or other simple ways.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
SED.PD.i.4.: Communicates needs for help through vocalizations and gestures.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Reflect on perspectives and emotional responses	
SED.PD.i.5.: Imitates the expression of feelings of those around them.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
SED.SD. Social Development	
Social Awareness	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.i.1.: Reacts to emotional expressions of others.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.i.2.: Responds to people and objects in their immediate environment based on past experience.	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.i.3.: Shows interest in other children.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
SED.SD.i.4.: Repeats actions that elicit social responses from others.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Develop and maintain positive relationships	
SED.SD.i.5.: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others

Mobile Infant: (By 18 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.mi.1.: Participates in routines and experiences that involve give and take interaction 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.mi.2.: Demonstrates a secure relationship with at least one consistent caregiver.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
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.mi.1.: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Organize personal time and managing personal responsibilities effectively	
SED.R.mi.2.: Anticipates and participates in some familiar routines with adult assistance.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Play a developmentally appropriate role in classroom management and school governance	
SED.R.mi.3.: Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world

Develop, implement and model effective problem solving skills	
SED.R.mi.4.: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
SED.PD. Personal Development	
Self-Awareness	
Understand and analyze thoughts and emotions	
SED.PD.mi.1. Communicates a variety of emotions purposefully and intentionally.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Identify and assess personal qualities and external supports	
SED.PD.mi.2.: Recognizes self as separate person with distinct characteristics.	Demonstrates knowledge about self
Self-Management	
Understand and practice strategies for managing thoughts and behaviors	
SED.PD.mi.3.: Comforts self in a variety of ways.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
SED.PD.mi.4.: Seeks close proximity to familiar adults for security and support, especially when distressed.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Reflect on perspectives and emotional responses	
SED.PD.mi.5.: Demonstrates an awareness of others' feelings (e.g., cries or grimaces at the discomfort of others; matches facial expression of caregiver).	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Set, monitor, adapt and evaluate goals to achieve success in school and life	
SED.PD.mi.6.: Seeks to achieve a specific goal (e.g., stretches to reach toy).	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal

SED.SD. Social Development	
Social Awareness	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.mi.1.: Demonstrates awareness of feelings expressed by others.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.mi.2.: Identifies similarities and differences in objects and people by showing and pointing.	Uses classification skills Matches similar objects
Interpersonal Skills	
Demonstrate communication and social skills to interact effectively	
SED.SD.mi.3.: Briefly engages in simple interaction with another child.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
Develop and maintain positive relationships	
SED.SD.mi.4.: Participates in routines and experiences that involve mutual give and take interactions 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
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.mi.5.: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults

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

Communications and Literacy Standards	
Young Infant: (By 8 months)	
CL.L. Literature	
Key Ideas and Details	
CL.L.i.1.: Sits on adult’s lap while being read to and gazes at pictures in books and pats individual pictures.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Craft and Structure	
CL.L.i.2.: Shows interest in books, pictures, songs and rhyming (e.g., cuddles and looks at caregiver’s face while being read to, follows caregivers gaze to look at a picture in a book, babbles while being read to).	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Integration of Knowledge and Ideas	
CL.L.i.3.: Shows interest in photographs of familiar people/objects.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
Range of Reading and Level of Text Complexity	
CL.L.i.4.: Listens briefly to stories being read by an adult.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
CL.IT. Informational Text (Non-Fiction)	
Craft and Structure	
CL.IT.i.2.: Shows interest in books and pictures (e.g., cuddles and looks at caregiver’s face while being read to; follows caregiver’s gaze to look at a picture in a book; babbles while being read to).	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books

Integration of Knowledge and Ideas	
CL.IT.i.3: Randomly points to pictures in a book.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
Range of Reading and Level of Text Complexity	
CL.IT.i.4: Listens briefly to texts being read with an adult.	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.F. Foundational skills	
Print Concepts	
CL.F.i.1: Explores books by touching, patting and mouthing.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Phonological Awareness	
CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds

CL.W. Writing	
Text Types and Purposes	
CL.W.i.1.: Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it again).	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
CL.W.i.2.: Grasps objects using entire hand.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
CL.SL. Speaking and Listening	
Comprehension and Collaboration	
CL.SL.i.1.: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
CL.SL.i.2.: Listens to and begins to respond to familiar words (e.g., own name, bottle, mom).	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
CL.SL.i.3.: Uses gestures, movements or vocalizations to gain attention of a familiar person.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

Presentation of Knowledge and Ideas	
CL.SL.i.4.: Uses gestures, movements or vocalizations to communicate wants and needs.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
CL.SL.i.5.: Uses differing cries to signal various needs.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
CL.SL.i.6.: Uses some consonant-vowel (CV) combinations (e.g., ba, pa, ma).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
CL.LS. Language Standards	
Vocabulary Acquisition and Use	
CL.LS.i.1.: Recognizes the names of familiar people and objects (e.g., looks at mommy when someone says “where’s mommy?”, reaches for bottle when asked “do you want your bottle?”).	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice

Mobile Infant: (By 18 months)	
CL.L. Literature	
Key Ideas and Details	
CL.L.mi.1.: Responds to a verbal prompt by pointing to requested picture (e.g., “Oh look there is a cow, can you show me the cow?”).	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p> Responds to simple verbal requests accompanied by gestures or tone of voice</p> <p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p> Recognizes people, objects, and animals in pictures or photographs</p>
Craft and Structure	
CL.L.mi.2.: Actively participates in book reading, story telling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise).	<p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p> Shows interest in books</p>
Integration of Knowledge and Ideas	
CL.L.mi.3.: Randomly points to familiar pictures in a book.	<p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p> Shows interest in books</p>
CL.L.mi.4.: Names familiar people/objects in photographs.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p> Names familiar people, animals, and objects</p>
Range of Reading and Level of Text Complexity	
CL.L.mi.5.: Listens to stories being read by an adult.	<p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p> Shows interest in books</p>

CL.IT. Informational Text (Non-Fiction)	
Key Ideas and Details	
CL.IT.mi.1.: Responds to a verbal prompt by pointing to requested picture. (e.g., “Oh look there is a cow, can you show me the cow?”)	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p> Responds to simple verbal requests accompanied by gestures or tone of voice</p> <p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p> Recognizes people, objects, and animals in pictures or photographs</p>
Craft and Structure	
CL.IT.mi.2.: Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to a picture of a dog and makes a barking noise).	<p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p> Shows interest in books</p>
Range of Reading and Level of Text Complexity	
CL.IT.mi.4.: Listens to texts being read by an adult.	<p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p> Shows interest in books</p>
CL.F. Foundational skills	
Print Concepts	
CL.F.mi.1.: Explores a book by turning the pages (may be more than one at a time or back to front).	<p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p> Shows interest in books</p>
CL.F.mi.2.: Plays with objects with letters on them (e.g., alphabet blocks).	<p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p> Shows interest in books</p>

Phonological Awareness	
CL.F.mi.3.: Shows a varied response to sounds in the environment.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
CL.F.mi.4.: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them (e.g., smiles, laughs, pats pictures with hand).	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
Fluency	
CL.F.mi.5.: Begins to vocalize as if reading when looking at a book.	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
CL.W. Writing	
Text Types and Purposes	
CL.W.mi.1.: Picks up objects between thumb and finger (i.e., pincer grasp).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
CL.W.mi.2.: Uses a full-hand grasp to hold a writing tool to make scribbles.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper

CL.SL. Speaking and Listening	
Comprehension and Collaboration	
CL.SL.mi.1.: Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
CL.SL.mi.2.: Shows understanding of simple requests and of statements referring to people and objects around him or her (e.g., shakes head for “no”, says “mama”).	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p>
CL.SL.mi.3.: Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
Presentation of Knowledge and Ideas	
CL.SL.mi.4.: Demonstrates an understanding of a few simple concepts (e.g., puts hands up to indicate they are “so big” or pulls hand away when something is hot).	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p>
CL.SL.mi.5.: Speaks so that familiar adults can understand about 50% of what child says.	<p>Uses language to express thoughts and needs Speaks clearly 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.mi.1.: Shows understanding of simple requests and of statements referring to familiar people and objects around him/her (e.g., looks toward door when caregiver says, “Your daddy’s here”).	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p>

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>

Mathematical Knowledge	
Young Infant: (By 8 months)	
M.CC. Counting and Cardinality	
Compare Numbers	
M.CC.i.1: Holds an object in each hand.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
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.i.1: Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
M.MD. Measurement and Data	
Describe and compare measurable attributes	
M.MD.i.1: Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Classify objects and count the number of objects in each category	
M.MD.i.2: Notices the difference between familiar and unfamiliar people, objects and places (e.g., looks back and forth between people or objects as if comparing them; explores objects by banging, shaking or hitting them).	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

M.G. Geometry	
Identify and Describe Shapes	
M.G.i.1.: Exhibits some sense of size, color and shape recognition of objects in the environment.	Explores and describes spatial relationships and shapes Understands shapes Matches two identical shapes
Analyze, compare, create and compose shapes	
M.G.i.2.: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment

Mobile Infant: (By 18 months)	
M.CC. Counting and Cardinality	
Know number names and the count sequence	
M.CC.mi.1.: Names some number words but not in sequence.	Uses number concepts and operations Counts Verbally counts (not always in the correct order)
Count to tell the number of objects	
M.CC.mi.2.: Attends to quantities when interacting with objects (e.g., communicates “more” and “all gone” when eating from a bowl of cheerios, fills containers of different sizes with objects).	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
Compare Numbers	
M.CC.mi.3.: Places objects using one to one correspondence but does not fully understand this created equal groups (e.g., child places one toy in each container during play but doesn’t understand there are the same number of toys and containers).	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
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.mi.1.: Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo).	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life

M.MD. Measurement and Data	
Describe and compare measurable attributes	
M.MD.mi.1: Shows awareness of the size of objects where the size difference is great (e.g., communicates “big ball”, shows a preference for the bigger over the smaller toy).	Compares and measures Makes simple comparisons between two objects
Classify objects and count the number of objects in each category	
M.MD.mi.2. Matches two objects that are the same and selects similar items from a group (e.g., matches two identical toys, points out all the blue plates at snack).	Compares and measures Makes simple comparisons between two objects
M.G. Geometry	
Identify and Describe Shapes	
M.G.mi.1: Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal Explores and describes spatial relationships and shapes Understands shapes Matches two identical shapes
Analyze, compare, create and compose shapes	
M.G.mi.2: Uses trial and error strategies to fit objects together (e.g., experiments with how objects fit in space: stack, sorts, dumps, pushes, pulls, twists, turns).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal

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

Science	
Young Infant: (By 8 months)	
Motion and Stability: Forces and Interactions	
S.i.1.: Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
S.i.2.: Repeats behaviors to figure out cause and effect (e.g., shakes a rattle to make the sound; toy released from up high always drops down).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
From Molecules to Organisms: Structures and Processes	
S.i.3.: Shows interest in animals.	Demonstrates knowledge of the characteristics of living things
Earth's Systems	
S.i.4.: Turns head toward or away from weather.	Demonstrates positive approaches to learning Attends and Engages Pays attention to sights and sounds
Mobile Infant: (By 18 months)	
Motion and Stability: Forces and Interactions	
S.mi.1.: Purposefully initiates actions on objects to make things happen (e.g., banging on pots /pan, touches different parts of a musical toy to make the music start again).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
S.mi.2.: Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
From Molecules to Organisms: Structures and Processes	
S.mi.3.: Shows interest in living things and observes and/or engages with them in a respectful way (e.g., is gentle with animals, plants).	Demonstrates knowledge of the characteristics of living things
Earth's Systems	
S.mi.4.: Demonstrates a variety of responses to changes in weather.	Demonstrates knowledge of Earth's environment

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

Social Studies	
Young Infant: (By 8 months)	
Government	
SS.i.1.: Shows awareness of self and of other people.	Demonstrates knowledge about self Shows basic understanding of people and how they live
Economics	
SS.i.2.: Demonstrates beginning awareness of objects in the environment.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Mobile Infant: (By 18 months)	
Government	
SS.mi.1.: Prefers familiar adults over strangers.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Economics	
SS.mi.2.: Identifies objects as “mine.”	Demonstrates knowledge about self
Geography	
SS.mi.3.: Demonstrates an understanding that objects and persons exist when not in sight.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Kansas, United States and World History	
SS.mi.4.: Recognizes and anticipates familiar routines.	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life

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>

Creative Arts	
Young Infant: (By 8 months)	
Dance	
CA.i.1.: Physical:	
CA.i.1a.: Moves body parts (e.g., sits with support).	Demonstrates balancing skills Balances while exploring immediate environment
CA.i.1b.: Can focus on an object and follow it with focus.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
CA.i.2.: Responding:	
CA.i.2a.: Responds to sounds, visual images and motions.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
CA.i.3.: Creating:	
CA.i.3a.: Reaches for caregiver and objects.	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
CA.i.4.: Understanding:	
CA.i.4a.: Moves body when happy and excited.	Demonstrates traveling skills Moves to explore immediate environment
Music	
CA.i.5.: Physical:	
CA.i.5a.: Attends to sounds.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
CA.i.5b.: Begins to make vocal sounds.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

CA.i.6:. Responding:	
CA.i.6a:. Moves body to music.	Explores dance and movement concepts
CA.i.7:. Creating:	
CA.i.7a:. Demonstrates shaking or banging objects or toys.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
CA.i.8:. Understanding:	
CA.i.8a:. Attends to music and rhythm patterns through caregiver touch and music exposure.	Explores dance and movement concepts
Acting/Theater	
CA.i.9:. Physical:	
CA.i.9a:. Responds to sounds.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
CA.i.9b:. Expresses needs with different sounds.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
CA.i.10:. Responding:	
CA.i.10a:. Responds to voices.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
CA.i.10b:. Repeats sounds vocally and physically.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
CA.i.10c:. Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games

CA.i.11:. Creating:	
CA.i.11a:. Begins cooing, babbling.	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
CA.i.12:. Understanding:	
CA.i.12a:. Listens to stories, books, etc.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
CA.i.12b:. Looks at pictures and points.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
CA.i.12c:. Recognizes songs and specific books or pictures.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
Visual Arts	
CA.i.13:. Physical:	
CA.i.13a:. Responds to light, color.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
CA.i.13b:. Explores sensory materials.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
CA.i.14:. Responding:	
CA.i.14a:. Responds to various textures and sensory materials - fabric, water, sand, etc.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment

CA.i.15.: Creating:	
CA.i.15a.: Splashes water, blows bubbles.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
CA.i.16.: Understanding:	
CA.i.16a.: Beginning to imitate sounds.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
CA.i.16b.: Favors objects/sensory materials.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
CA.i.16c.: May attach to a special object - blanket, “lovey.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Mobile Infant: (By 18 months)	
Dance	
CA.mi.1.: Physical:	
CA.mi.1a.: Pulls up to standing.	Demonstrates traveling skills Moves to explore immediate environment
CA.mi.1b.: Sits without support.	Demonstrates balancing skills Experiments with different ways of balancing
CA.mi.2.: Responding:	
CA.mi.2a.: Reacts to vocal or observed cues.	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted
CA.mi.2b.: Responds to movement that has a beat or rhythm.	Explores dance and movement concepts
CA.mi.2c.: Follows some observed actions.	Explores dance and movement concepts

CA.mi.3.: Creating:	
CA.mi.3a.: Starts and stops with music cues with adult guidance.	Explores dance and movement concepts
CA.mi.3b.: Explores bending, stretching, small and big.	Explores dance and movement concepts
CA.mi.4.: Understanding:	
CA.mi.4a.: Controls some body movements.	Explores dance and movement concepts
CA.mi.4b.: Demonstrates following simple directions.	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
Music	
CA.mi.5.: Physical:	
CA.mi.5a.: Responds physically to various rhythmic patterns in sound.	Explores musical concepts and expression
CA.mi.5b.: Vocalizes in response to rhythm.	Explores musical concepts and expression
CA.mi.6.: Responding:	
CA.mi.6a.: Identifies sources of sounds (i.e., dog, cat, car, etc.).	Explores musical concepts and expression
CA.mi.6b.: Moves to music-rhythm.	Explores dance and movement concepts
CA.mi.7.: Creating:	
CA.mi.7a.: Chooses from variety of objects (instruments/toys).	Explores musical concepts and expression
CA.mi.7b.: Explores bringing objects together to make sounds.	Explores musical concepts and expression
CA.mi.8.: Understanding:	
CA.mi.8a.: Follows and tracks various types of music through movement, facial expressions, verbalizes.	Explores musical concepts and expression
CA.mi.8b.: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc).	Explores musical concepts and expression

Acting/Theater	
CA.mi.9.: Physical:	
CA.mi.9a.: Imitates words.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
CA.mi.9b.: Responds to another voice.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
CA.mi.9c.: Follows simple directions.	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
CA.mi.10.: Responding:	
CA.mi.10a.: Enjoys listening to stories, songs.	Explores drama through actions and language
CA.mi.10b.: Understands and responds to pictures in books that create story.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
CA.mi.10c.: Initiates interaction with familiar people.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
CA.mi.11.: Creating:	
CA.mi.11a.: Uses vocal intonation.	Explores drama through actions and language
CA.mi.11b.: Demonstrates simple character/animal sounds with motions.	Explores drama through actions and language

CA.mi.12.: Understanding:	
CA.mi.12a.: Responds to favorite stories.	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Comprehends language <ul style="list-style-type: none"> Identifies familiar people, animals, and objects when prompted
CA.mi.12b.: Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.	<ul style="list-style-type: none"> Comprehends and responds to books and other texts Interacts during read-alouds and book conversations <ul style="list-style-type: none"> Contributes particular language from the book at the appropriate time
Visual Arts	
CA.mi.13.: Physical:	
CA.mi.13a.: Scribbles with crayon.	<ul style="list-style-type: none"> Demonstrates emergent writing skills Writes to convey meaning <ul style="list-style-type: none"> Scribbles or marks
CA.mi.13b.: Crawls on textures - fabric, wood, bubble wrap.	<ul style="list-style-type: none"> Demonstrates positive approaches to learning Shows curiosity and motivation <ul style="list-style-type: none"> Uses senses to explore the immediate environment
CA.mi.14.: Responding:	
CA.mi.14a.: Examines small objects and details.	<ul style="list-style-type: none"> Demonstrates positive approaches to learning Attends and engages <ul style="list-style-type: none"> Pays attention to sights and sounds Demonstrates positive approaches to learning Shows curiosity and motivation <ul style="list-style-type: none"> Uses senses to explore the immediate environment
CA.mi.14b.: Grasps objects with thumb and pointer finger.	<ul style="list-style-type: none"> Demonstrates fine-motor strength and coordination Uses fingers and hands <ul style="list-style-type: none"> Uses fingers and whole-arm movements to manipulate and explore objects
CA.mi.15.: Creating:	
CA.mi.15a.: Explores sensory materials - non-toxic paint, fingerpaint, paper, playdough, sand.	<ul style="list-style-type: none"> Demonstrates positive approaches to learning Shows curiosity and motivation <ul style="list-style-type: none"> Uses senses to explore the immediate environment

CA.mi.16.: Understanding:	
CA.mi.16a.: Repeats actions, sounds, activities, etc.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
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.	Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
CA.t.9b.: Initiates conversation.	Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations
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