

Alignment of the 2013 Kansas Early Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2013 **Kansas Early Learning Standards** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Kansas Early Learning Standards

COR Advantage Items

APPROACHES TO LEARNING		
	PERSISTENCE & ENGAGEMENT IN LEARNING	
	Engagement and Attention	
Young Infant: 0-8 months	<p>ATL.i.1: Demonstrates awareness of happenings and surroundings.</p> <p>ATL.i.2: Controls caregiver’s attention by babbling, looking at face, smiling or at times looking away to disengage.</p> <p>ATL.i.3: Shows interest in other children.</p>	<p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
Mobile Infant: 6-18 months	<p>ATL.mi.1: Focuses on an activity, but is easily distracted.</p> <p>ATL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).</p>	<p>A. Initiative and planning</p> <p>E. Building relationships with adults</p>
Toddler: 16-36 months	<p>ATL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.</p> <p>ATL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play.</p> <p>ATL.t.3: Continues to play when a caregiver leaves the area.</p>	<p>A. Initiative and planning</p> <p>F. Building relationships with other children</p> <p>E. Building relationships with adults</p>
Preschool: 48 months	<p>ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.</p> <p>ATL.p3.2: Ignores distractions briefly when engrossed in an activity.</p> <p>ATL.p3.3: Remembers and follows one or two step directions.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>M. Listening and comprehension</p>
Preschool: 60 months	<p>ATL.p4.1: Sustains attention to task despite distractions.</p> <p>ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.</p>	<p>A. Initiative and planning</p> <p>M. Listening and comprehension</p>

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COR Advantage Items

APPROACHES TO LEARNING CONT		
Young Infant: 0-8 months	<p>Persistence</p> <p>ATL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).</p>	CC. Experimenting, predicting, and drawing conclusions
Mobile Infant: 6-18 months	<p>ATL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the 'pick it up' game).</p> <p>ATL.mi.4: Executes simple 2-step plan (i.e., means-to-end task).</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p>
Toddler: 16-36 months	ATL.t.4: Engages in self-initiated activities for a sustained period of time.	A. Initiative and planning
Preschool: 48 months	ATL.p3.4: Practices an activity many times until successful.	B. Problem solving with materials
Preschool: 60 months	<p>ATL.p4.3: Stays with a task for at least five minutes.</p> <p>ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end.</p> <p>ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p>
Young Infant: 0-8 months	<p>INITIATIVE: Curiosity and Initiative</p> <p>ATL.i.5: Shows preferences for certain toys or activities.</p> <p>ATL.i.6: Lifts arms toward caregiver to be picked up; explores own fingers and toes.</p>	<p>A. Initiative and planning</p> <p>FF. Knowledge of self and others</p>
Mobile Infant: 6-18 months	<p>ATL.mi.5: Explores the environment through a variety of senses.</p> <p>ATL.mi.6: Chooses toys/things for play.</p>	<p>BB. Observing and classifying</p> <p>A. Initiative and planning</p>
Toddler: 16-36 months	<p>ATL.t.6: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sand box to fill a hole).</p> <p>ATL.t.7: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.</p> <p>ATL.t.8: Asks questions about items/objects.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>M. Listening and comprehension</p>

Kansas Early Learning Standards

COR Advantage Items

APPROACHES TO LEARNING CONT		
Preschool: 48 months	<p>INITIATIVE: Curiosity and Initiative CONT</p> <p>ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).</p> <p>ATL.p3.6: Initiates play with other children.</p> <p>ATL.p3.7: Explores, practices, understands social roles through play.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
Preschool: 60 months	<p>ATL.p4.6: Seeks new and varied experiences and challenges through play.</p> <p>ATL.p4.7: Chooses activities to do alone or with others.</p> <p>ATL.p4.8: Invites other children to join groups or activities.</p> <p>ATL.p4.9: Makes and follows plans for games or activities with other children.</p>	<p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p> <p>F. Building relationships with other children</p>
Young Infant: 0-8 months	<p>INITIATIVE: Sense of Competence</p> <p>ATL.i.7: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>
Mobile Infant: 6-18 months	<p>ATL.mi.7: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).</p> <p>ATL.mi.8: Points or protests to indicate likes and dislikes.</p> <p>ATL.mi.9: Expresses and responds to a variety of emotions.</p>	<p>D. Emotions</p> <p>A. Initiative and planning</p> <p>D. Emotions</p>
Toddler: 16-36 months	<p>ATL.t.11: Feels comfortable in a variety of places with familiar adults.</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p>

Kansas Early Learning Standards

COR Advantage Items

APPROACHES TO LEARNING CONT		
Preschool: 48 months	Sense of Competence CONT	
	ATL.p3.9: Knows self as part of family, culture, spiritual group or community.	FF. Knowledge of self and others
	ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.	D. Emotions
Preschool: 60 months	ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.	FF. Knowledge of self and others
	ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	FF. Knowledge of self and others
	ATL.p4.12: Associates emotions with words and facial expressions.	D. Emotions
Young Infant: 0-8 months	CREATIVITY: Problem solving	
	ATL.i.10: Looks for caregiver response in new or uncertain situation.	E. Building relationships with adults
Mobile Infant: 6-18 months	ATL.mi.10: Seeks out trusted adult for comfort or support and/or accepts adult assistance.	E. Building relationships with adults
	ATL.mi.11: Tries to do things on own.	K. Personal care and healthy behavior
Toddler: 16-36 months	ATL.t.12: Seeks alternate method when first attempt fails and/or seeks adult assistance.	B. Problem solving with materials
	ATL.t.13: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).	B. Problem solving with materials AA. Pretend play
	ATL.t.14: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	G. Community
Preschool: 48 months	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.	B. Problem solving with materials
Preschool: 60 months	ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	B. Problem solving with materials
	ATL.p4.15: Understands what is real and what is 'make-believe'.	AA. Pretend play

Kansas Early Learning Standards

COR Advantage Items

APPROACHES TO LEARNING CONT		
Young Infant: 0-8 months	<p>Creativity and Flexibility</p> <p>ATL.i.11: Shows interest in looking at, feeling or exploring new objects.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
Mobile Infant: 6-18 months	<p>ATL.mi.12: Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).</p> <p>ATL.mi.13: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
Toddler: 16-36 months	<p>ATL.t.15: Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).</p> <p>ATL.t.16: May change behavior based on previous learning.</p>	<p>AA. Pretend play</p> <p>C. Reflection</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
Preschool: 48 months	<p>ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.</p> <p>ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.</p> <p>ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.</p>	<p>AA. Pretend play</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>G. Community</p> <p>H. Conflict resolution</p>
Preschool: 60 months	<p>ATL.p4.16: Invents new activities through play</p>	<p>AA. Pretend play</p>

Kansas Early Learning Standards

COR Advantage Items

PHYSICAL HEALTH AND DEVELOPMENT (PHD)		
Young Infant: 0-8 months	LARGE MOTOR SKILLS	
	PHD.i.1: Crawls through and around objects	I. Gross-motor skills
	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).	I. Gross-motor skills
	PHD.i.3: Reaches for objects.	J. Fine-motor skills
Mobile Infant: 6-18 months	PHD.mi.1: Creeps up/down stairs.	I. Gross-motor skills
	PHD.mi.2: Takes independent steps.	I. Gross-motor skills
	PHD.mi.3: Throws ball and other objects independently.	I. Gross-motor skills
Toddler: 16-36 months	PHD.t.1: Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up).	I. Gross-motor skills
	PHD.t.2: Catches a ball with both hands.	I. Gross-motor skills
	PHD.t.3: Begins to run.	I. Gross-motor skills
Preschool: 48 months	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).	I. Gross-motor skills
Preschool: 60 months	PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).	I. Gross-motor skills
	PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).	I. Gross-motor skills
	PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).	I. Gross-motor skills

Kansas Early Learning Standards

COR Advantage Items

PHYSICAL HEALTH AND DEVELOPMENT (PHD)		
Kindergarten	LARGE MOTOR SKILLS	
	PHD.K.1: Demonstrates the ability to move using a variety of locomotor skills.	I. Gross-motor skills
	PHD.K.3: Maintains momentary balance in a variety of positions and levels.	I. Gross-motor skills
	PHD.K.4: Projects objects through space using various means (e.g., rolling, sliding, throwing).	I. Gross-motor skills
	PHD.K.5: Catches a self-tossed ball after it bounces.	I. Gross-motor skills
	PHD.K.6: Strikes a balloon repeatedly with different body parts.	I. Gross-motor skills
	PHD.K.7: Performs a simple rhythmic pattern.	Z. Movement
Young Infant: 0-8 months	FINE MOTOR SKILLS	
	PHD.i.4: Transfers objects from one hand to other.	J. Fine-motor skills
	PHD.i.5: Grasps and releases object using entire hand.	J. Fine-motor skills
Mobile Infant: 6-18 months	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).	J. Fine-motor skills K. Personal care and healthy behavior
	PHD.mi.5: Coordinates eye-hand movements (e.g., putting things in a box).	J. Fine-motor skills
Toddler: 16-36 months	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).	J. Fine-motor skills K. Personal care and healthy behavior
Preschool: 48 months	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).	J. Fine-motor skills K. Personal care and healthy behavior
Preschool: 60 months	PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).	J. Fine-motor skills K. Personal care and healthy behavior

Kansas Early Learning Standards

COR Advantage Items

PHYSICAL HEALTH AND DEVELOPMENT (PHD) CONT		
	PHYSICAL FITNESS	
Young Infant: 0-8 months	PHD.i.6: Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	I. Gross-motor skills
Mobile Infant: 6-18 months	PHD.mi.6: Participates in active physical play (e.g., crawls and climbs over and under).	I. Gross-motor skills
Toddler: 16-36 months	PHD.t.5: Participates in active physical play (e.g., runs, uses playground equipment).	I. Gross-motor skills
Preschool: 48 months	PHD.p3.3: Participates in active play exhibiting strength and stamina.	I. Gross-motor skills
Preschool: 60 months	PHD.K.9: Demonstrates sufficient muscular strength by supporting body weight in various activities.	I. Gross-motor skills
	NUTRITION/HEALTHY EATING	
Young Infant: 0-8 months	PHD.i.7: Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).	K. Personal care and healthy behavior
Preschool: 48 months	PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.	K. Personal care and healthy behavior
Preschool: 60 months	PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	K. Personal care and healthy behavior

Kansas Early Learning Standards

COR Advantage Items

PHYSICAL HEALTH AND DEVELOPMENT (PHD) CONT		
	PERSONAL HYGIENE	
Young Infant: 0-8 months	PHD.i.8: Signals need by crying (e.g., wet, hungry, tired, etc.).	K. Personal care and healthy behavior
Mobile Infant: 6-18 months	PHD.mi.8: Indicates when pants are wet and need to be changed.	K. Personal care and healthy behavior
Toddler: 16-36 months	PHD.t.7: Washes hands and face with assistance.	K. Personal care and healthy behavior
	PHD.t.8: May begin to initiate interest in self-toileting.	K. Personal care and healthy behavior
Preschool: 48 months	PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.	K. Personal care and healthy behavior
	PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	K. Personal care and healthy behavior
Preschool: 60 months	PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).	K. Personal care and healthy behavior
	PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	K. Personal care and healthy behavior
	SAFETY	
Young Infant: 0-8 months	PHD.i.9: Shows preference for major caregiver.	E. Building relationships with adults

Kansas Early Learning Standards

COR Advantage Items

SOCIAL AND EMOTIONAL DEVELOPMENT (SED)		
	CHARACTER DEVELOPMENT: SED.CD. Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
Young Infant: 0-8 months	SED.CD.i.1: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	E. Building relationships with adults
Mobile Infant: 6-18 months	SED.CD.mi.1: Participates in routines and experiences that involve give and take interaction with familiar adults.	E. Building relationships with adults
Toddler: 16-36 months	SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.	E. Building relationships with adults
	SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.	E. Building relationships with adults
Preschool: 48 months	SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	G. Community
Preschool: 60 months	SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	G. Community
	Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture	
Young Infant: 0-8 months	SED.CD.i.2: Begins to form relationships with consistent caregivers.	E. Building relationships with adults
Mobile Infant: 6-18 months	SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.	E. Building relationships with adults
Toddler: 16-36 months	SED.CD.t.3: Begins to more easily separate from caregiver.	E. Building relationships with adults

Kansas Early Learning Standards

COR Advantage Items

SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT		
	RESPONSIBLE DECISION MAKING & PROBLEM SOLVING: SED.R. Organize personal time and managing personal responsibilities effectively	
Young Infant: 0-8 months	SED.R.i.1: Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	D. Emotions
Mobile Infant: 6-18 months	SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.	G. Community
Toddler: 16-36 months	SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	D. Emotions G. Community
Preschool: 48 months	SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	G. Community
Preschool: 60 months	SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	G. Community
	Play a developmentally appropriate role in classroom management and school governance	
Young Infant: 0-8 months	SED.R.i.1: Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	E. Building relationships with adults
Mobile Infant: 6-18 months	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.	E. Building relationships with adults
Toddler: 16-36 months	SED.R.t.3: Feels comfortable in a variety of places with familiar adults nearby. SED.R.t.4: Continues to play when familiar adult leaves area.	E. Building relationships with adults E. Building relationships with adults
Preschool: 48 months	SED.R.p3.3: Demonstrates confidence by participating in familiar classroom routines. SED.R.p3.4: Interacts with familiar adults with varying degrees of comfort. SED.R.p3.5: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	G. Community E. Building relationships with adults F. Building relationships with other children

Kansas Early Learning Standards

COR Advantage Items

SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT		
Preschool: 60 months	Play a developmentally appropriate role in classroom management and school governance CONT	
	<p>SED.R.p4.3: Demonstrates confidence by participating in most classroom activities.</p> <p>SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.</p> <p>SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.</p>	<p>G. Community</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
Kindergarten	SED.R.K.6: Participate in individual roles and responsibilities in the classroom and in school.	G. Community
	SED.R.K.7: Recognize the various roles of the personnel that govern the school (all staff).	FF. Knowledge of self and others
Preschool: 48 months	Develop, implement and model effective problem solving skills	
	<p>SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.</p> <p>SED.R.p3.7: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.</p>	<p>D. Emotions</p> <p>H. Conflict resolution</p>
Preschool: 60 months	SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.	D. Emotions
	SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.	H. Conflict resolution

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COR Advantage Items

SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT		
Kindergarten	SED.R.K.9: Identify and illustrate the problem.	B. Problem solving with materials H. Conflict resolution
	SED.R.K.10: Identify desired outcome.	B. Problem solving with materials H. Conflict resolution
	SED.R.K.11: Identify possible solutions and the pros and cons of each solution.	B. Problem solving with materials H. Conflict resolution
	SED.R.K.11: Identify and select the best solution.	B. Problem solving with materials H. Conflict resolution
	SED.R.K.12: Put the solution into action.	B. Problem solving with materials H. Conflict resolution
	SED.R.K.13: Reflect on the outcome of the solution.	B. Problem solving with materials C. Reflection H. Conflict resolution

PERSONAL DEVELOPMENT: SED.PD: SELF-AWARENESS		
	Understand and analyze thoughts and emotions	
Young Infant: 0-8 months	SED.PD.i.1: Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	D. Emotions
Mobile Infant: 6-18 months	SED.PD.mi.1: Communicates a variety of emotions purposefully and intentionally.	D. Emotions
Toddler: 16-36 months	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).	D. Emotions
Preschool: 48 months	SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.	D. Emotions
	SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.	D. Emotions
Preschool: 60 months	SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.	D. Emotions
	SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	D. Emotions

Kansas Early Learning Standards

COR Advantage Items

SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT		
Kindergarten	<p>Understand and analyze thoughts and emotions CONT</p> <p>SED.R.K.14: Identify and describe basic emotions.</p> <p>SED.R.K.15: Identify situations that might evoke emotional responses.</p> <p>SED.R.K.16: Identify positive and negative emotions.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p>
Young Infant: 0-8 months	<p>Identify and assess personal qualities and external supports</p> <p>SED.PD.i.2: Begins to understand self as separate person from others.</p>	FF. Knowledge of self and others
Mobile Infant: 6-18 months	SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.	FF. Knowledge of self and others
Toddler: 16-36 months	SED.PD.t.3: Identifies own feelings, needs and interests.	<p>A. Initiative and planning</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p>
Preschool: 48 months	<p>SED.PD. P3.3: Describes self by using several basic characteristics.</p> <p>SED.PD.p3.5: Displays awareness of own thoughts and feelings.</p>	<p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>D. Emotions</p>
Preschool: 60 months	<p>SED.PD.p4.3: Describes characteristics of self and others.</p> <p>SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
Kindergarten	<p>SED.R.K.17: Identify personal likes and dislikes.</p> <p>SED.R.K.19: Identify consequences of behaviors.</p> <p>SED.R.K.21: Identify positive responses to problems (e.g., get help, try harder, use a different solution).</p> <p>SED.R.K.22: Identify people, places and other resources to go for help (e.g., parents, relatives, school personnel).</p>	<p>A. Initiative and planning</p> <p>G. Community</p> <p>B. Problem solving with materials</p> <p>FF. Knowledge of self and others</p>

Kansas Early Learning Standards

COR Advantage Items

SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT		
	SELF-MANAGEMENT Understand and practice strategies for managing thoughts and behaviors	
Young Infant: 0-8 months	SED.PD.i.4: Communicates needs for help through vocalizations and gestures.	K. Personal care and healthy behavior
Mobile Infant: 6-18 months	SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.	E. Building relationships with adults
Toddler: 16-36 months	SED.PD.t.5: Seeks close proximity to familiar adults for security and support, especially when distressed.	E. Building relationships with adults
Preschool: 48 months	SED.PD.p3.6: Makes known personal needs and desires. SED.PD.p3.7: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.	A. Initiative and planning K. Personal care and healthy behavior D. Emotions
Preschool: 60 months	SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time. SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.	A. Initiative and planning D. Emotions
Kindergarten	SED.R.K.25: Recognize behavior choices in response to situations.	G. Community

	Reflect on perspectives and emotional responses	
Young Infant: 0-8 months	SED.PD.i.5: Imitates the expression of feelings of those around them.	D. Emotions AA. Pretend play
Mobile Infant: 6-18 months	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).	D. Emotions AA. Pretend play
Toddler: 16-36 months	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).	F. Building relationships with other children
Preschool: 48 months	SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.	D. Emotions
Preschool: 60 months	SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.	D. Emotions

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COR Advantage Items

SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT		
Kindergarten	Reflect on perspectives and emotional responses CONT SED.R.K.26: Describe common responses to failures and disappointments.	D. Emotions
Mobile Infant: 6-18 months	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).	A. Initiative and planning
Preschool: 48 months	SED.PD.p3.9: Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.	A. Initiative and planning
Preschool: 60 months	SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.	A. Initiative and planning
Kindergarten	SED.R.K.27: Define success and the process of goal setting. SED.R.K.30: Identify specific steps for achieving a particular goal.	A. Initiative and planning A. Initiative and planning
	SOCIAL DEVELOPMENT: SOCIAL AWARENESS	
Young Infant: 0-8 months	Demonstrate awareness of the thoughts, feelings and perspective of others SED.SD.i.1: Reacts to emotional expressions of others.	D. Emotions
Mobile Infant: 6-18 months	SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.	D. Emotions
Toddler: 16-36 months	SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.	D. Emotions
Preschool: 48 months	SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).	D. Emotions
Preschool: 60 months	SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	D. Emotions

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SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT		
Kindergarten	<p>Demonstrate awareness of the thoughts, feelings and perspective of others CONT</p> <p>SED.SD.K.1: Identify a range of emotions in others (e.g., identify “sad” by facial expression; identify “mad” by tone of voice).</p> <p>SED.SD.K.2: Identify possible causes for emotions (e.g., losing dog may make you “sad,” your birthday may make you “happy”).</p> <p>SED.SD.K.3: Identify possible behaviors and anticipate reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).</p> <p>SED.SD.K.4: Identify healthy personal hygiene habits.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions G. Community</p> <p>K. Personal care and healthy behavior</p>
Young Infant: 0-8 months	<p>Demonstrate awareness of cultural issues and a respect for human dignity and differences</p> <p>SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.</p>	C. Reflection
Mobile Infant: 6-18 months	SED.SD.mi.2: Identifies similarities and differences in objects and people by showing and pointing.	BB. Observing and classifying
Toddler: 16-36 months	<p>SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.</p> <p>SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials C. Reflection</p>
Preschool: 48 months	SED.SD.p3.3: Compares own characteristics with those of others.	FF. Knowledge of self and others
Preschool: 60 months	<p>SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).</p> <p>SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.</p>	<p>FF. Knowledge of self and others</p> <p>H. Conflict resolution</p>
Kindergarten	<p>SED.SD.K.5: Describe ways that people are similar and different.</p> <p>SED.SD.K.6: Use respectful language and actions with conflict or differences of opinion.</p>	<p>FF. Knowledge of self and others</p> <p>H. Conflict resolution</p>

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SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT		
	SOCIAL DEVELOPMENT: SED.SD.: INTERPERSONAL SKILLS Demonstrate communication and social skills to interact effectively	
Young Infant: 0-8 months	SED.SD.i.3: Shows interest in other children.	F. Building relationships with other children
Mobile Infant: 6-18 months	SED.SD.mi.3: Briefly engages in simple interaction with another child.	F. Building relationships with other children
Toddler: 16-36 months	SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	F. Building relationships with other children
Preschool: 48 months	SED.SD.p3.4: Follows rules and simple directions (1-2 steps). SED.SD.p3.6: Begins to participate in conversational turn taking.	M. Listening and comprehension E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
Preschool: 60 months	SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said. SED.SD.p4.8: Invites other children to join groups or activities.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension F. Building relationships with other children
Kindergarten	SED.SD.K.9: Pay attention to others when they are speaking.	M. Listening and comprehension
	Develop and maintain positive relationships	
Young Infant: 0-8 months	SED.SD.i.5: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	E. Building relationships with adults
Mobile Infant: 6-18 months	SED.SD.mi.4: Participates in routines and experiences that involve mutual give and take interactions with familiar adults.	E. Building relationships with adults
Toddler: 16-36 months	SED.SD.t.6: Seeks out trusted adult for comfort or support.	E. Building relationships with adults
Preschool: 48 months	SED.SD.p3.7: Shows interest in having a friend.	F. Building relationships with other children

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SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONT		
Preschool: 60 months	Develop and maintain positive relationships CONT	
	SED.SD.p4.9: Develops friendships with one or two preferred peers.	F. Building relationships with other children
	SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	D. Emotions G. Community
Kindergarten	SED.SD.K.15: Recognize how various relationships in life are different.	FF. Knowledge of self and others
	SED.SD.K.16: Identify and practice appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).	G. Community
Toddler: 16-36 months	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.	D. Emotions
	SED.SD.t.9: Seeks adult assistance when encountering a problem.	B. Problem solving with materials H. Conflict resolution
Preschool: 48 months	SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.	H. Conflict resolution
Preschool: 60 months	SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	H. Conflict resolution
	SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	B. Problem solving with materials H. Conflict resolution
Kindergarten	SED.SD.K.17: Identify conflict.	H. Conflict resolution
	SED.SD.K.18: Identify what actions cause conflict.	H. Conflict resolution
	SED.SD.K.19: Identify appropriate and inappropriate ways to resolve conflict.	H. Conflict resolution

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COMMUNICATIONS AND LITERACY STANDARDS		
Young Infant: 0-8 months	<p>LITERATURE: CL.L. Key Ideas and Details</p> <p>CL.L.i.1: Sits on adult’s lap while being read to and gazes at pictures in books and pats individual pictures.</p>	P. Reading
Mobile Infant: 6-18 months	<p>CL.L.mi.1: Responds to a verbal prompt by pointing to requested picture (e.g., “Oh look there is a cow, can you show me the cow?”).</p>	P. Reading
Toddler: 16-36 months	<p>CL.L.t.1: With prompting and support, asks and answers simple questions about story content using pictures.</p> <p>CL.L.t.2: Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear’s chair?” C: “It broke”).</p>	M. Listening and comprehension M. Listening and comprehension
Preschool: 48 months	<p>CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content.</p> <p>CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.</p>	M. Listening and comprehension M. Listening and comprehension P. Reading
Preschool: 60 months	<p>CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text.</p> <p>CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy.</p> <p>CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.</p>	M. Listening and comprehension M. Listening and comprehension Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge
Kindergarten	<p>RL.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2: With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3: With prompting and support, identify characters, settings and major events in a story.</p>	M. Listening and comprehension M. Listening and comprehension Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS		
Young Infant: 0-8 months	<p>Craft and Structure</p> <p>CL.L.i.2: Shows interest in books, pictures, songs and rhyming (e.g., cuddles and looks at caregiver’s face while being read to, follows caregivers gaze to look at a picture in a book, babbles while being read to).</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
Mobile Infant: 6-18 months	<p>CL.L.mi.2: Actively participates in book reading, story telling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise).</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
Toddler: 16-36 months	<p>CL.L.t.3: Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story).</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
Preschool: 48 months	<p>CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book.</p> <p>CL.L.p3.5: Understands that books have both illustrations and print.</p>	<p>M. Listening and comprehension</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
Preschool: 60 months	<p>CL.L.p4.4: Asks and answers questions about unknown words in a text.</p>	<p>M. Listening and comprehension</p>
Kindergarten	<p>RL.K.4: Ask and answer questions about unknown words in a text.</p>	<p>M. Listening and comprehension</p>
	Integration of Knowledge and Ideas	
Young Infant: 0-8 months	<p>CL.L.i.3: Shows interest in photographs of familiar people/objects.</p>	<p>P. Reading</p>
Mobile Infant: 6-18 months	<p>CL.L.mi.3: Randomly points to familiar pictures in a book.</p> <p>CL.L.mi.4: Names familiar people/objects in photographs.</p>	<p>P. Reading</p> <p>P. Reading</p> <p>FF. Knowledge of self and others</p>
Toddler: 16-36 months	<p>CL.L.t.4: Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.</p> <p>CL.L.t.5: Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Preschool: 48 months	Integration of Knowledge and Ideas CONT	
	<p>CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.</p> <p>CL.L.p3.7: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
Preschool: 60 months	<p>CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.</p> <p>CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>
	Kindergarten	<p>RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
Young Infant: 0-8 months		Range of Reading and Level of Text Complexity
	CL.L.i.4: Listens briefly to stories being read by an adult.	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
Mobile Infant: 6-18 months	CL.L.mi.5: Listens to stories being read by an adult.	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
Toddler: 16-36 months	CL.L.t.6 : Engages in reading activities with an adult and possibly one or two peers.	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>Q. Book enjoyment and knowledge</p>
Preschool: 48 months	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>Q. Book enjoyment and knowledge</p>
Preschool: 60 months	CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	<p>N. Phonological awareness</p> <p>Q. Book enjoyment and knowledge</p>

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COMMUNICATIONS AND LITERACY STANDARDS CONT		
Kindergarten	<p>Range of Reading and Level of Text Complexity CONT</p> <p>RL.K.10: Actively engage in group reading activities with purpose and understanding.</p>	<p>M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge</p>
Mobile Infant: 6-18 months	<p>INFORMATIONAL TEXT (NON-FICTION): CL.IT.</p> <p>Key Ideas and Details</p> <p>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>	<p>P. Reading</p>
Toddler: 16-36 months	<p>CL.IT.t.1: With prompting and support, asks and answers simple questions about text using pictures.</p> <p>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?).</p>	<p>M. Listening and comprehension M. Listening and comprehension</p>
Preschool: 48 months	<p>CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text.</p> <p>CL.IT.p3.2: Retells some details of the text using pictures or props as a support.</p>	<p>M. Listening and comprehension M. Listening and comprehension P. Reading</p>
Preschool: 60 months	<p>CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.</p> <p>CL.IT.p4.2: With prompting and support, retells key details of a text.</p> <p>CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.</p>	<p>M. Listening and comprehension M. Listening and comprehension Q. Book enjoyment and knowledge M. Listening and comprehension</p>
Kindergarten	<p>RI.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p>	<p>M. Listening and comprehension M. Listening and comprehension Q. Book enjoyment and knowledge M. Listening and comprehension</p>

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Young Infant: 0-8 months	<p>Craft and Structure</p> <p>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).</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
Mobile Infant: 6-18 months	<p>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>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
Toddler: 16-36 months	<p>CL.IT.t.3: Exhibits curiosity and interest in learning new vocabulary.</p> <p>CL.IT.t.4: Identifies the front cover of a book in order to orient the book correctly for reading.</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>
Preschool: 48 months	<p>CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary.</p> <p>CL.IT.p3.5: Understands that books have both illustrations and print.</p>	<p>M. Listening and comprehension</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
Preschool: 60 months	<p>CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.</p>	<p>M. Listening and comprehension</p>
Kindergarten	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>M. Listening and comprehension</p>
Young Infant: 0-8 months	<p>Integration of Knowledge and Ideas</p> <p>CL.IT.i.3: Randomly points to pictures in a book.</p>	<p>P. Reading</p>
Toddler: 16-36 months	<p>CL.IT.t.5: Draws meaning from pictures, print and text.</p>	<p>M. Listening and comprehension</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>

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COMMUNICATIONS AND LITERACY STANDARDS CONT		
Preschool: 48 months	Integration of Knowledge and Ideas CONT	
	CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.	M. Listening and comprehension
	CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).	M. Listening and comprehension
	CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	M. Listening and comprehension
Preschool: 60 months	CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.	M. Listening and comprehension Q. Book enjoyment and knowledge
	CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.	M. Listening and comprehension
	CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	M. Listening and comprehension
Kindergarten	RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	M. Listening and comprehension Q. Book enjoyment and knowledge
	RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	M. Listening and comprehension
Young Infant: 0-8 months	Range of Reading and Level of Text Complexity	
	CL.IT.i.4: Listens briefly to texts being read with an adult.	P. Reading Q. Book enjoyment and knowledge
	CL.IT.mi.4: Listens to texts being read by an adult.	P. Reading Q. Book enjoyment and knowledge
Mobile Infant: 6-18 months		
Toddler: 16-36 months	CL.L.t.6 : Engages in reading activities with an adult and possibly one or two peers.	E. Building relationships with adults F. Building relationships with other children Q. Book enjoyment and knowledge

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COMMUNICATIONS AND LITERACY STANDARDS CONT		
Preschool: 48 months	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”).	Q. Book enjoyment and knowledge
Preschool: 60 months	CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	N. Phonological awareness Q. Book enjoyment and knowledge
Kindergarten	RI.K.10: Actively engage in group reading activities with purpose and understanding.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
INFORMATIONAL TEXT (NON-FICTION): CL.IT. : Key Ideas and Details		
Mobile Infant: 6-18 months	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. Reading
Toddler: 16-36 months	CL.IT.t.1: With prompting and support, asks and answers simple questions about text using pictures.	M. Listening and comprehension
	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?).	M. Listening and comprehension
Preschool: 48 months	CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text.	M. Listening and comprehension
	CL.IT.p3.2: Retells some details of the text using pictures or props as a support.	M. Listening and comprehension P. Reading
Preschool: 60 months	CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.	M. Listening and comprehension
	CL.IT.p4.2: With prompting and support, retells key details of a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
	CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.	M. Listening and comprehension

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COMMUNICATIONS AND LITERACY STANDARDS CONT		
Kindergarten	INFORMATIONAL TEXT (NON-FICTION): CL.IT. CONT	
	RI.K.1: With prompting and support, ask and answer questions about key details in a text.	M. Listening and comprehension
	RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
	RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	M. Listening and comprehension
Young Infant: 0-8 months	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).	P. Reading Q. Book enjoyment and knowledge
Mobile Infant: 6-18 months	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. Reading Q. Book enjoyment and knowledge
Toddler: 16-36 months	CL.IT.t.3: Exhibits curiosity and interest in learning new vocabulary.	M. Listening and comprehension
	CL.IT.t.4: Identifies the front cover of a book in order to orient the book correctly for reading.	Q. Book enjoyment and knowledge
Preschool: 48 months	CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary.	M. Listening and comprehension
	CL.IT.p3.5: Understands that books have both illustrations and print.	P. Reading Q. Book enjoyment and knowledge
Preschool: 60 months	CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.	M. Listening and comprehension
Kindergarten	RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.	M. Listening and comprehension

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COMMUNICATIONS AND LITERACY STANDARDS CONT		
Young Infant: 0-8 months	<p>Integration of Knowledge and Ideas</p> <p>CL.IT.i.3: Randomly points to pictures in a book.</p>	P. Reading
Toddler: 16-36 months	<p>CL.IT.t.5: Draws meaning from pictures, print and text.</p>	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
Preschool: 48 months	<p>CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.</p> <p>CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).</p> <p>CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p>	M. Listening and comprehension M. Listening and comprehension M. Listening and comprehension
Preschool: 60 months	<p>CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.</p> <p>CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.</p> <p>CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p>	M. Listening and comprehension Q. Book enjoyment and knowledge M. Listening and comprehension M. Listening and comprehension
Kindergarten	<p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p> <p>RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p>	M. Listening and comprehension Q. Book enjoyment and knowledge M. Listening and comprehension

Kansas Early Learning Standards

COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Young Infant: 0-8 months	Range of Reading and Level of Text Complexity CL.IT.i.4: Listens briefly to texts being read with an adult.	P. Reading Q. Book enjoyment and knowledge
Mobile Infant: 6-18 months	CL.IT.mi.4: Listens to texts being read by an adult.	P. Reading Q. Book enjoyment and knowledge
Preschool: 48 months	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”).	Q. Book enjoyment and knowledge
Preschool: 60 months	CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	N. Phonological awareness Q. Book enjoyment and knowledge
Kindergarten	RI.K.10: Actively engage in group reading activities with purpose and understanding.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
FOUNDATIONAL SKILLS: CL.F.: Print Concepts (CL.F-PC)		
Young Infant: 0-8 months	CL.F.i.1: Explores books by touching, patting and mouthing.	Q. Book enjoyment and knowledge
Mobile Infant: 6-18 months	CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front). CL.F.mi.2: Plays with objects with letters on them (e.g., alphabet blocks).	Q. Book enjoyment and knowledge O. Alphabet knowledge
Toddler: 16-36 months	CL.F.t.1 : Holds book right side up to look at pictures. CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).	Q. Book enjoyment and knowledge P. Reading
Preschool: 48 months	CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back). CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print). CL.F.p3.1c: Recognizes letters in their name.	P. Reading R. Writing P. Reading O. Alphabet knowledge

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Preschool: 60 months	<p>Print Concepts (CL.F-PC) CONT</p> <p>CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.</p> <p>CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.</p> <p>CL.F.p4.1c: Recognizes that letters are grouped to form words.</p> <p>CL.F.p4.1d: Recognizes and names some upper: and lowercase letters in addition to those in first name.</p>	<p>P. Reading R. Writing</p> <p>P. Reading</p> <p>O. Alphabet knowledge P. Reading</p> <p>O. Alphabet knowledge</p>
Kindergarten	<p>RF.K.1a: Follow words from left to right, top to bottom and page by page.</p> <p>RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1c: Understand that words are separated by spaces in print.</p> <p>RF.K.1d: Recognize and name all upper: and lowercase letters of the alphabet.</p>	<p>P. Reading R. Writing</p> <p>P. Reading R. Writing</p> <p>P. Reading R. Writing</p> <p>O. Alphabet knowledge</p>
Phonological Awareness		
Young Infant: 0-8 months	<p>CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).</p>	<p>L. Speaking N. Phonological awareness</p>
Mobile Infant: 6-18 months	<p>CL.F.mi.3: Shows a varied response to sounds in the environment.</p> <p>CL.F.mi.4: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them (e.g., smiles, laughs, pats pictures with hand).</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness Q. Book enjoyment and knowledge</p>
Toddler: 16-36 months	<p>CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.</p>	<p>N. Phonological awareness</p>

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Preschool: 48 months	Phonological Awareness CONT	
	CL.F.p3.2: Plays with the sounds of language.	N. Phonological awareness
	CL.F.p3.2b: Distinguishes whether two words rhyme or not.	N. Phonological awareness
	CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).	N. Phonological awareness
Preschool: 60 months	CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):	N. Phonological awareness
	CL.F.p4.2a: Recognizes and produces rhyming words.	N. Phonological awareness
	CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).	N. Phonological awareness
	CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog).	N. Phonological awareness
	CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	N. Phonological awareness
Kindergarten	RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.	N. Phonological awareness
	RF.K.2d: Isolate and pronounce the initial, medial vowel and final sounds (i.e., phonemes) in three- phoneme (i.e., consonant-vowel-consonant or CVC) words.* *This does not include CVS ending with /l/, /r/ or /x/.	N. Phonological awareness
	RF.K.2e: Add or substitute individual sounds (i.e., phonemes) in simple, one-syllable words to make new words.	N. Phonological awareness
Preschool: 48 months	Phonics and Word Recognition	
	CL.F.p3.3: Knows and applies age-appropriate word analysis skills.	P. Reading
	CL.F.p3.3a: Begins to identify own name in print.	P. Reading
	CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.	P. Reading

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT			
Preschool: 60 months	Phonics and Word Recognition CONT		
	CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.	P. Reading	
	CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	O. Alphabet knowledge P. Reading	
	CL.F.p4.3b: Identifies own name in print.	P. Reading	
	CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.	P. Reading	
Kindergarten	RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.	P. Reading	
	RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	O. Alphabet knowledge	
	RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	O. Alphabet knowledge	
	RF.K.3c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	P. Reading	
Mobile Infant: 6-18 months	Fluency		
	CL.F.mi.5: Begins to vocalize as if reading when looking at a book.	P. Reading	
	Toddler: 16-36 months	CL.F.t.5: “Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.	P. Reading
	Preschool: 48 months	CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	P. Reading
	Kindergarten	RF.K.4: Read emergent-reader texts with purpose and understanding.	M. Listening and comprehension P. Reading

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Young Infant: 0-8 months	<p>WRITING: CL.W. Text Types and Purposes</p> <p>CL.W.i.1: Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it again).</p> <p>CL.W.i.2: Grasps objects using entire hand.</p>	<p>J. Fine-motor skills R. Writing</p> <p>J. Fine-motor skills R. Writing</p>
Mobile Infant: 6-18 months	<p>CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).</p> <p>CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.</p>	<p>J. Fine-motor skills R. Writing</p> <p>R. Writing</p>
Toddler: 16-36 months	<p>CL.W.t.1: Uses thumb and fingers of one hand to hold writing tool.</p> <p>CL.W.t.2: Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).</p>	<p>J. Fine-motor skills</p> <p>R. Writing</p>
Preschool: 48 months	<p>CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.</p>	<p>R. Writing</p>
Preschool: 60 months	<p>CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.</p>	<p>R. Writing X. Art</p>
Kindergarten	<p>W.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>W.K.2: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3: Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.</p>	<p>R. Writing X. Art</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p>

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Preschool: 48 months	Production and Distribution of Writing CL.W.p3.2: Uses consistent marks to represent name when writing.	R. Writing
	CL.W.p3.3: With guidance and support, imitates shapes and strokes.	R. Writing
	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”).	EE. Tools and technology
Preschool: 60 months	CL.W.p4.2: Recognizably writes a majority of the letters in their name.	R. Writing
	CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).	EE. Tools and technology
Kindergarten	W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	EE. Tools and technology
	Research to Build and Present Knowledge	
Toddler: 16-36 months	CL.W.t.3: Participates in conversations about past events.	C. Reflection HH. History
Preschool: 48 months	CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	C. Reflection HH. History
Preschool: 60 months	CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	C. Reflection HH. History
Kindergarten	W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	C. Reflection HH. History

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Young Infant: 0-8 months	<p>SPEAKING & LISTENING: CL.SL. Comprehension and Collaboration</p> <p>CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.</p> <p>CL.SL.i.2: Listens to and begins to respond to familiar words (e.g., own name, bottle, mom).</p> <p>CL.SL.i.3: Uses gestures, movements or vocalizations to gain attention of a familiar person.</p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p>
Mobile Infant: 6-18 months	<p>CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).</p> <p>CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around him or her (e.g., shakes head for “no”, says “mama”).</p> <p>CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).</p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p>
Toddler: 16-36 months	<p>CL.SL.t.1a: Answers simple questions and begins to ask questions using inflection and intonation.</p> <p>CL.SL.t.1b: Sustains a conversation with two or more turns.</p> <p>CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions.</p> <p>CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.</p>	<p>M. Listening and comprehension</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Preschool: 48 months	<p>Comprehension and Collaboration CONT</p> <p>CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.</p> <p>CL.SL.p3.1b: Continues a conversation through three or more exchanges.</p> <p>CL.SL.p3.2: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
Preschool: 60 months	<p>CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.</p> <p>CL.SL.p4.1b: Continues a conversation through multiple exchanges, staying on topic.</p> <p>CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension</p>

Kansas Early Learning Standards

COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Kindergarten	<p>Comprehension and Collaboration CONT</p> <p>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1b: Continue a conversation through multiple exchanges.</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood.</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
Young Infant: 0-8 months	<p>Presentation of Knowledge and Ideas</p> <p>CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs.</p> <p>CL.SL.i.5: Uses differing cries to signal various needs.</p> <p>CL.SL.i.6: Uses some consonant-vowel (CV) combinations (e.g., ba, pa,ma).</p>	<p>K. Personal care and healthy behavior L. Speaking</p> <p>K. Personal care and healthy behavior L. Speaking</p>
Mobile Infant: 6-18 months	<p>CL.SL.mi.4: Demonstrates an understanding of a few simple concepts (e.g., puts hands up to indicate they are “so big” or pulls hand away when something is hot).</p> <p>CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what child says.</p>	<p>M. Listening and comprehension</p> <p>L. Speaking</p>
Toddler: 16-36 months	<p>CL.SL.t.4: Uses words to label actions.</p> <p>CL.SL.t.5: Expresses wants and needs, likes and dislikes.</p> <p>CL.SL.t.6: Speaks so that familiar listeners are able to understand ideas, feeling and need.</p>	<p>L. Speaking</p> <p>A. Initiative and planning K. Personal care and healthy behavior</p> <p>L. Speaking</p>

Kansas Early Learning Standards

COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Preschool: 48 months	Presentation of Knowledge and Ideas CONT	
	<p>CL.SL.p3.4: Able to describe objects and actions depicted in pictures.</p> <p>CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.</p>	<p>L. Speaking P. Reading L. Speaking</p>
Preschool: 60 months	<p>CL.SL.p4.4: Able to tell another person about what they have drawn.</p> <p>CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.</p>	<p>X. Art L. Speaking</p>
	<p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.</p>	<p>R. Writing X. Art L. Speaking</p>
Preschool: 48 months	LANGUAGE STANDARDS: CL.LS. Conventions of Standard English	
	CL.LS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.	L. Speaking
	CL.LS.p3.1a: Begins to make letter like forms and print some letters (e.g., letters in their name).	R. Writing
	CL.LS.p3.1f: Communicates using at least 3-4 word sentences.	L. Speaking
CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.	R. Writing	
Preschool: 60 months	CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	L. Speaking R. Writing
	CL.LS.p4.1a: Prints some upper-and lower-case letters (e.g., letters in their name).	R. Writing
	CL.LS.p4.1f: Produces complete sentences in shared language activities.	L. Speaking
	CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.	O. Alphabet knowledge R. Writing

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Kindergarten	<p>Conventions of Standard English CONT</p> <p>L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1a: Print many upper- and lowercase letters.</p> <p>L.K.1f: Produce and expand complete sentences in shared language activities.</p> <p>L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (i.e., phonemes).</p> <p>L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>L. Speaking R. Writing</p> <p>R. Writing</p> <p>L. Speaking</p> <p>R. Writing</p> <p>O. Alphabet knowledge R. Writing</p> <p>O. Alphabet knowledge R. Writing</p>
Young Infant: 0-8 months	<p>Vocabulary Acquisition and Use</p> <p>CL.LS.i.1: Recognizes the names of familiar people and objects (e.g., looks at mommy when someone says “where’s mommy?”, reaches for bottle when asked “do you want your bottle?”).</p>	<p>M. Listening and comprehension</p>
Mobile Infant: 6-18 months	<p>CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around him/her (e.g., looks toward door when caregiver says, “Your daddy’s here”).</p>	<p>M. Listening and comprehension</p>
Toddler: 16-36 months	<p>CL.LS.t.1: Shows an understanding of requests and statements referring to familiar people and objects (e.g., when asked “Where is your bear,” child is able to retrieve the bear and show it to the caregiver or friend).</p>	<p>M. Listening and comprehension</p>
Preschool: 48 months	<p>CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>L. Speaking M. Listening and comprehension P. Reading</p>

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COR Advantage Items

COMMUNICATIONS AND LITERACY STANDARDS CONT		
Preschool: 60 months	<p>Vocabulary Acquisition and Use CONT</p> <p>CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>L. Speaking M. Listening and comprehension P. Reading</p>
Kindergarten	<p>L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4a: Identify new meanings for familiar words and use them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>BB. Observing and classifying</p> <p>L. Speaking M. Listening and comprehension P. Reading</p>

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MATHEMATICS (M)		
Mobile Infant: 6-18 months	COUNTING & CARDINALITY: M.CC. M.CC.mi.1: Names some number words but not in sequence.	S. Number and counting
Toddler: 16-36 months	M.CC.t.1: Verbally counts in sequence to 3.	S. Number and counting
Preschool: 48 months	M.CC.p3.1: Counts in sequence to 10.	S. Number and counting
	M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.	S. Number and counting
Preschool: 60 months	M.CC.p4.1: Counts in sequence to 30.	S. Number and counting
	M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	S. Number and counting
	M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	S. Number and counting
Kindergarten	M.CC.K.1: Count to 100 by ones and by tens.	S. Number and counting
	M.CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	S. Number and counting
	M.CC.K.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	S. Number and counting
Mobile Infant: 6-18 months	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).	S. Number and counting U. Measurement
	Toddler: 16-36 months	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”).

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MATHEMATICS (M) CONT		
Preschool: 48 months	Count to tell the number of objects CONT	
	<p>M.CC.p3.4: Spontaneously counts for own purposes.</p> <p>M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
Preschool: 60 months	<p>M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <p>M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).</p> <p>M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality).</p> <p>M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.</p> <p>M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.</p> <p>M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
	<p>M.CC.K.1: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>M.CC.K.1a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>M.CC.K.1b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>M.CC.K.1c: Understand that each successive number name refers to a quantity that is one larger.</p> <p>M.CC.K.2: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>

Kansas Early Learning Standards

COR Advantage Items

MATHEMATICS (M) CONT		
Young Infant: 0-8 months	<p>Compare Numbers</p> <p>M.CC.i.1: Holds an object in each hand.</p>	<p>S. Number and counting</p> <p>V. Patterns</p>
Preschool: 48 months	<p>M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.</p> <p>M.CC.p3.7: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
Preschool: 60 months	<p>M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend's names and indicates who has more or less).</p> <p>M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
Kindergarten	<p>M.CC.K.1: Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g., by using matching and counting strategies).</p> <p>M.CC.K.2: Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>

Kansas Early Learning Standards

COR Advantage Items

MATHEMATICS (M) CONT		
	<p>OPERATIONS & ALGEBRAIC THINKING: M.OA.</p> <p>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from</p>	
Young Infant: 0-8 months	<p>M.OA.i.1: Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).</p>	<p>E. Building relationships with adults AA. Pretend play</p>
Mobile Infant: 6-18 months	<p>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).</p>	<p>E. Building relationships with adults AA. Pretend play</p>
Toddler: 16-36 months	<p>M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates “I have more”).</p> <p>M.OA.t.2: Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a repeating pattern in a storybook (e.g., “Brown Bear, Brown Bear, What do You See?”).</p>	<p>S. Number and counting</p> <p>N. Phonological awareness Z. Movement</p>
Preschool: 48 months	<p>M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).</p> <p>M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.</p>	<p>S. Number and counting</p> <p>V. Patterns</p>
Preschool: 60 months	<p>M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).</p> <p>M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.</p> <p>M.OA.p4.3: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100’s chart).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>V. Patterns</p>

Kansas Early Learning Standards

COR Advantage Items

MATHEMATICS (M) CONT		
Kindergarten	<p>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from CONT</p> <p>M.OA.K.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.</p> <p>M.OA.K.2: Solve addition and subtraction word problems and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>M.OA.K.3: Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>M.OA.K.4: For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation.</p> <p>M.OA.K.5: Fluently add and subtract within 5.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
Young Infant: 0-8 months	<p>MEASUREMENT & DATA: M.MD.</p> <p>Describe and compare measurable attributes</p> <p>M.MD.i.1: Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).</p>	<p>U. Measurement</p>
Mobile Infant: 6-18 months	<p>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).</p>	<p>U. Measurement</p>
Toddler: 16-36 months	<p>M.MD.t.1: Starts to use words to describe measurable attributes (e.g., big, heavy, empty).</p>	<p>U. Measurement</p>
Preschool: 48 months	<p>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!”).</p>	<p>U. Measurement</p>

Kansas Early Learning Standards

COR Advantage Items

MATHEMATICS (M) CONT		
Preschool: 60 months	Describe and compare measurable attributes CONT	
	<p>M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).</p> <p>M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).</p>	<p>U. Measurement</p> <p>U. Measurement</p>
Kindergarten	<p>M.MD.K.1: Describe measurable attributes of objects (e.g., length or weight). Describe several measurable attributes of a single object.</p> <p>M.MD.K.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of ”/“less of ” the attribute and describe the difference (e.g.,directly compare the heights of two children and describe one child as taller/ shorter).</p>	<p>U. Measurement</p> <p>U. Measurement</p>
	Classify objects and count the number of objects in each category	
Young Infant: 0-8 months	<p>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).</p>	BB. Observing and classifying
Mobile Infant: 6-18 months	<p>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).</p>	BB. Observing and classifying
Toddler: 16-36 months	<p>M.MD.t.2: Groups two or more objects by one attribute (e.g., labels all the big animals “mama” and the small animals “baby”, puts all the red items in one pile and the non red items in another).</p> <p>M.MD.t.3: Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing).</p>	<p>BB. Observing and classifying</p> <p>S. Number and counting BB. Observing and classifying</p>
	<p>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).</p>	BB. Observing and classifying

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COR Advantage Items

MATHEMATICS (M) CONT		
Preschool: 60 months	<p>Classify objects and count the number of objects in each category CONT</p> <p>M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.</p> <p>M.MD.p4.4: Collects data by categories to answer simple questions.</p>	<p>S. Number and counting BB. Observing and classifying</p> <p>W. Data analysis BB. Observing and classifying</p>
Kindergarten	<p>M.MD.K.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>S. Number and counting BB. Observing and classifying</p>
	GEOMETRY: M.G.	
	Identify and Describe Shapes	
Young Infant: 0-8 months	<p>M.G.i.1: Exhibits some sense of size, color and shape recognition of objects in the environment.</p>	<p>T. Geometry: Shapes and spatial awareness BB. Observing and classifying</p>
Mobile Infant: 6-18 months	<p>M.G.mi.1: Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).</p>	<p>T. Geometry: Shapes and spatial awareness</p>
Toddler: 16-36 months	<p>M.G.t.1: Demonstrates an understanding of simple location/position words (e.g., under, in, out).</p> <p>M.G.t.2: Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
Preschool: 48 months	<p>M.G.p3.1: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).</p> <p>M.G.p3.2: Correctly names shapes regardless of their orientations or overall size.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
Preschool: 60 months	<p>M.G.p4.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).</p> <p>M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

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COR Advantage Items

MATHEMATICS (M) CONT		
Kindergarten	<p>Identify and Describe Shapes CONT</p> <p>M.G.K.1: Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).</p> <p>M.G.K.2: Correctly name shapes regardless of their orientations or overall size.</p> <p>M.G.K.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
Young Infant: 0-8 months	<p>Analyze, compare, create and compose shapes</p> <p>M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.</p>	BB. Observing and classifying
Mobile Infant: 6-18 months	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).	T. Geometry: Shapes and spatial awareness
Toddler: 16-36 months	M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.	T. Geometry: Shapes and spatial awareness
Preschool: 48 months	<p>M.G.p3.3: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).</p> <p>M.G.p3.4: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
Preschool: 60 months	<p>M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

Kansas Early Learning Standards

COR Advantage Items

MATHEMATICS (M) CONT		
Kindergarten	<p>Analyze, compare, create and compose shapes CONT</p> <p>M.G.K.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>M.G.K.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>M.G.K.6: Compose simple shapes to form larger shapes (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

Kansas Early Learning Standards

COR Advantage Items

SCIENCE STANDARDS (S)		
Young Infant: 0-8 months	MOTION & STABILITY: FORCES & INTERACTIONS	
	<p>S.i.1: Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).</p> <p>S.i.2: Repeats behaviors to figure out cause and effect (e.g., shakes a rattle to make the sound; toy released from up high always drops down).</p>	<p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
Mobile Infant: 6-18 months	<p>S.mi.1: Purposefully initiates actions on objects to make things happen (e.g., banging on pots /pan, touches different parts of a musical toy to make the music start again).</p> <p>S.mi.2: Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
	<p>S.t.1: Demonstrates an understanding of basic cause and effect.</p> <p>S.t.2: Acts upon objects to see any novel movement their action causes (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
Preschool: 48 months	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).	CC. Experimenting, predicting, and drawing conclusions
Preschool: 60 months	S.p4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).	CC. Experimenting, predicting, and drawing conclusions
	S.p4.2: Recognizes and describes the effect of his/her own actions on objects.	CC. Experimenting, predicting, and drawing conclusions

Kansas Early Learning Standards

COR Advantage Items

SCIENCE STANDARDS (S) CONT		
Kindergarten	MOTION & STABILITY: FORCES & INTERACTIONS CONT	
	K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	CC. Experimenting, predicting, and drawing conclusions
	K-PS3-C: Relationship between energy and forces. A bigger push or pull makes things go faster.	CC. Experimenting, predicting, and drawing conclusions
	K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull.	CC. Experimenting, predicting, and drawing conclusions
	K-PS2-A: Forces and Motion- pushes and pulls can have different strengths and directions.	CC. Experimenting, predicting, and drawing conclusions
	K-PS2-B: Types of Interactions- when objects touch or collide, they push one another and can change motion.	CC. Experimenting, predicting, and drawing conclusions
	FROM MOLECULES TO ORGANISMS: STRUCTURES & PROCESSES	
Young Infant: 0-8 months	S.i.3: Shows interest in animals.	DD. Natural and physical world
Mobile Infant: 6-18 months	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).	DD. Natural and physical world
Toddler: 16-36 months	S.t.3: Names familiar objects, animals, body parts (e.g., arm, hand, arm).	DD. Natural and physical world
	S.t.4: Begins to identify traits of living things (e.g., the sound a duck makes).	N. Phonological awareness DD. Natural and physical world
	S.t.5: Demonstrates an understanding that people and animals need food and water to live.	DD. Natural and physical world
Preschool: 48 months	S.p3.3: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	BB. Observing and classifying DD. Natural and physical world
Preschool: 60 months	S.p4.4: Asks /answers questions about objects, organisms and events in their environments.	DD. Natural and physical world
Kindergarten	K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.	DD. Natural and physical world

Kansas Early Learning Standards

COR Advantage Items

SCIENCE STANDARDS (S) CONT		
Toddler: 16-36 months	EARTH & HUMAN ACTIVITY	
	<p>S.t.7: Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water).</p> <p>S.t.8: Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.</p>	<p>DD. Natural and physical world</p> <p>AA. Pretend play</p>
Preschool: 48 months	<p>S.p3.7: Comments on an animal's appearance, behavior or habitat.</p> <p>S.p3.10: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).</p>	<p>DD. Natural and physical world</p> <p>G. Community</p> <p>DD. Natural and physical world</p>
	<p>S.p4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).</p> <p>S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
Kindergarten	<p>K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.</p> <p>K-ESS3-C: Human Impacts on Earth Systems- things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things.</p>	<p>G. Community</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

Kansas Early Learning Standards

COR Advantage Items

SOCIAL STUDIES (SS)		
	GOVERNMENT	
Young Infant: 0-8 months	SS.i.1: Shows awareness of self and of other people.	E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others
Mobile Infant: 6-18 months	SS.mi.1: Prefers familiar adults over strangers.	E. Building relationships with adults
Toddler: 16-36 months	SS.t.1: Identifies family members by name.	E. Building relationships with adults FF. Knowledge of self and others
Preschool: 48 months	SS.p3.1: Names family members by relationships (e.g., dad, sister, cousin).	FF. Knowledge of self and others
Preschool: 60 months	SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	FF. Knowledge of self and others
Kindergarten	SS.K.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	FF. Knowledge of self and others
	ECONOMICS	
Young Infant: 0-8 months	SS.i.2: Demonstrates beginning awareness of objects in the environment.	A. Initiative and planning
Mobile Infant: 6-18 months	SS.mi.2: Identifies objects as “mine.”	FF. Knowledge of self and others
Preschool: 48 months	SS.p3.3: Discriminates between “yours” and “mine.”	H. Conflict resolution FF. Knowledge of self and others
Preschool: 60 months	SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available). SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	A. Initiative and planning H. Conflict resolution AA. Pretend play
Kindergarten	SS.K.3: Understands the use of money to purchase goods and services. SS.K.5: Gives examples of types of jobs that he/she does within the family.	AA. Pretend play FF. Knowledge of self and others

Kansas Early Learning Standards

COR Advantage Items

SOCIAL STUDIES (SS) CONT		
Mobile Infant: 6-18 months	<p>GEOGRAPHY</p> <p>SS.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.</p>	GG. Geography
Preschool: 48 months	<p>SS.p3.5: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).</p> <p>SS.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.</p>	<p>X. Art</p> <p>GG. Geography</p> <p>G. Community</p>
Preschool: 60 months	<p>SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, here/there).</p> <p>SS.p4.5: Creates simple “maps” or drawings of familiar places.</p> <p>SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).</p> <p>SS.p4.8: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>GG. Geography</p> <p>GG. Geography</p> <p>G. Community</p> <p>DD. Natural and physical world</p>
Kindergarten	<p>SS.K.6: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, left/right, near/far, here/there).</p> <p>SS.K.8: Describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).</p> <p>SS.K.10: Identifies ways people can maintain or improve the quality of their environment.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>GG. Geography</p> <p>G. Community</p> <p>DD. Natural and physical world</p>

Kansas Early Learning Standards

COR Advantage Items

SOCIAL STUDIES (SS CONT)		
Mobile Infant: 6-18 months	KANSAS, UNITED STATES & WORLD HISTORY SS.mi.4: Recognizes and anticipates familiar routines.	G. Community
Toddler: 16-36 months	SS.t.4: Identifies routines and common occurrences in his/her life. SS.t.5: Recognizes the start and end of an event (e.g., clapping at the end of a song).	G. Community HH. History
Preschool: 48 months	SS.p3.7: Questions why and/or how people are similar or different. 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...”).	FF. Knowledge of self and others HH. History
Preschool: 60 months	SS.p4.9: Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play. SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	FF. Knowledge of self and others HH. History
Kindergarten	SS.K.11: Identifies and explains how tools and technology used in the home/school meet people’s needs. SS.K.12: Explains how each individual has a personal history. 2.(A) compares and contrasts his/her own life with life in a city and/or a rural community. SS.K.13: Identifies family customs and traditions and explains their importance. SS.K.17: Places events in sequential order. SS.K.18: Uses information to find main idea. SS.K.19: Scans historic photographs to gain information. SS.K.20: Asks questions, shares information and discusses ideas about the past.	EE. Tools and technology FF. Knowledge of self and others HH. History FF. Knowledge of self and others HH. History M. Listening and comprehension HH. History M. Listening and comprehension HH. History

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COR Advantage Items

CREATIVE ARTS (CA)		
Young Infant: 0-8 months	DANCE : Physical:	
	CA.i.1a: Moves body parts (e.g., sits with support).	I. Gross-motor skills
	CA.i.1b: Can focus on an object and follow it with focus.	T. Geometry: Shapes and spatial awareness
Mobile Infant: 6-18 months	CA.mi.1a: Pulls up to standing.	I. Gross-motor skills
	CA.mi.1b: Sits without support.	I. Gross-motor skills
Toddler: 16-36 months	CA.t.1a: Moves head, arms, legs, knees, elbows, fingers, toes in isolation.	I. Gross-motor skills
	CA.t.1b: Walks, runs, jumps.	I. Gross-motor skills
Preschool: 48 months	CA.p3.1a: Explores moving all body parts in isolation.	I. Gross-motor skills
Preschool: 60 months	CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.	I. Gross-motor skills
	CA.p4.1b: Skips, slides, leaps.	I. Gross-motor skills

Young Infant: 0-8 months	DANCE: Responding:	
	CA.i.2a: Responds to sounds, visual images and motions.	Y. Music
Mobile Infant: 6-18 months	CA.mi.2a: Reacts to vocal or observed cues.	Y. Music
	CA.mi.2b: Responds to movement that has a beat or rhythm.	Z. Movement
Toddler: 16-36 months	CA.t.2a: When asked, moves forward, backwards, up and, down.	T. Geometry: Shapes and spatial awareness
	CA.t.2c: Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.	I. Gross-motor skills

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COR Advantage Items

CREATIVE ARTS (CA) CONT		
Preschool: 48 months	DANCE: Responding CONT	
	CA.p3.2a: Moves one body part in response to a simple rhythm pattern.	Z. Movement
	CA.p3.2c: Moves over, under and around objects.	I. Gross-motor skills
Preschool: 60 months	CA.p4.2a: Dances to music with varying tempos.	Z. Movement
	CA.p4.2b: Creates simple rhythm patterns and is able to repeat them.	Z. Movement
Mobile Infant: 6-18 months	DANCE: Creating:	
	CA.mi.3a: Starts and stops with music cues with adult guidance.	Z. Movement
	CA.mi.3b: Explores bending, stretching, small and big.	I. Gross-motor skills
Toddler: 16-36 months	CA.t.3a: Stops and starts with music cues.	Z. Movement
	CA.t.3b: Improvises movement to fast and slow music.	Z. Movement
Preschool: 48 months	CA.p3.3b: Explores and creates patterns.	Z. Movement
	CA.p3.3c: Combines axial and locomotor movements together.	Z. Movement
Preschool: 60 months	CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	Z. Movement
Young Infant: 0-8 months	DANCE: Understanding:	
	CA.i.4a: Moves body when happy and excited.	Z. Movement
Mobile Infant: 6-18 months	CA.mi.4a: Controls some body movements.	I. Gross-motor skills Z. Movement
	CA.t.2a: Stops and starts with music cues.	Z. Movement
Toddler: 16-36 months	CA.t.2b: Improvises movement to fast and slow music.	Z. Movement

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COR Advantage Items

CREATIVE ARTS (CA) CONT		
Preschool: 48 months	DANCE: Understanding: CONT	
	CA.p3.4a: Listens to musical cues and teacher instruction.	Z. Movement
	CA.p3.4b: Dances with purpose attentive to music and instruction.	Z. Movement
Preschool: 60 months	CA.p4.4b: Able to create movement and discovery.	Z. Movement
Young Infant: 0-8 months	MUSIC: Physical:	
	CA.i.5a: Attends to sounds.	Y. Music
	CA.i.5b: Begins to make vocal sounds.	Y. Music
Mobile Infant: 6-18 months	CA.mi.5a: Responds physically to various rhythmic patterns in sound.	Z. Movement
	CA.mi.5b: Vocalizes in response to rhythm.	Y. Music
Toddler: 16-36 months	CA.t.5a: Begins to verbalize words to simple songs.	Y. Music
Preschool: 48 months	CA.p3.5a: Repeats sound and rhythm patterns.	N. Phonological awareness Y. Music
	CA.p3.5b: Sings simple songs.	Y. Music
Preschool: 60 months	CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.	Y. Music

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COR Advantage Items

CREATIVE ARTS (CA) CONT		
Young Infant: 0-8 months	MUSIC: Responding CA.i.6a: Moves body to music.	Z. Movement
Mobile Infant: 6-18 months	CA.mi.6a: Identifies sources of sounds (i.e., dog, cat, car, etc.).	N. Phonological awareness
	CA.mi.6b: Moves to music-rhythm.	Z. Movement
Toddler: 16-36 months	CA.t.6a: Responds to tempos presented in a variety of ways: physically, verbally, with instruments.	Y. Music Z. Movement
Preschool: 48 months	CA.p3.6a: Moves to traditional music: march, gallop, hop, tiptoe.	Z. Movement
Preschool: 60 months	CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip.	I. Gross-motor skills
Young Infant: 0-8 months	MUSIC: Creating: CA.i.7a: Demonstrates shaking or banging objects or toys.	CC. Experimenting, predicting, and drawing conclusions
Mobile Infant: 6-18 months	CA.mi.7a: Chooses from variety of objects (instruments/toys).	A. Initiative and planning
	CA.mi.7b: Explores bringing objects together to make sounds.	CC. Experimenting, predicting, and drawing conclusions
Preschool: 48 months	CA.p3.7a: Repeats song patterns and rhythmic movements to music.	Z. Movement
Preschool: 60 months	CA.p4.7a: Creates own songs and movements, includes musical instruments.	Z. Movement
	CA.p4.7b: Vocalizes and uses instruments in more complex music/songs.	Y. Music

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COR Advantage Items

CREATIVE ARTS (CA) CONT		
	MUSIC: Understanding	
Young Infant: 0-8 months	CA.i.8a: Attends to music and rhythm patterns through caregiver touch and music exposure.	Y. Music Z. Movement
Mobile Infant: 6-18 months	CA.mi.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc).	Z. Movement
Toddler: 16-36 months	CA.t.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	Z. Movement
	ACTING/THEATER: Physical	
Young Infant: 0-8 months	CA.i.9a: Responds to sounds. CA.i.9b: Expresses needs with different sounds.	AA. Pretend play K. Personal care and healthy behavior L. Speaking
Mobile Infant: 6-18 months	CA.mi.9a: Imitates words. CA.mi.9b: Responds to another voice. CA.mi.9c: Follows simple directions.	L. Speaking M. Listening and comprehension M. Listening and comprehension
Toddler: 16-36 months	CA.t.9a: Beginning to follow more complex directions. CA.t.9b: Initiates conversation. CA.t.9c: Asks questions to understand order of world's story.	M. Listening and comprehension L. Speaking M. Listening and comprehension
Preschool: 48 months	CA.p3.9a: Recites nursery rhymes and simple songs. CA.t.9b: Initiates conversation. CA.p3.9c: Memorizes words in books and stories.	N. Phonological awareness M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
Preschool: 60 months	CA.p4.9a: Takes a role in acting out a story. CA.p4.9b: Creates dialogue specific to a type of character.	AA. Pretend play AA. Pretend play

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COR Advantage Items

<i>CREATIVE ARTS (CA) CONT</i>		
Young Infant: 0-8 months	ACTING\THEATER: Responding CA.i.10c: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	N. Phonological awareness
Mobile Infant: 6-18 months	CA.mi.10b: Understands and responds to pictures in books that create story. CA.mi.10c: Initiates interaction with familiar people.	P. Reading F. Building relationships with other children F. Building relationships with other children
Toddler: 16-36 months	CA.t.10a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box). CA.t.10b: Recreates plot of familiar stories or movies.	N. Phonological awareness AA. Pretend play
Preschool: 48 months	CA.p3.10a: Identifies feelings - happy, sad, mad, etc. CA.p3.10b: Beginning to differentiate between real and pretend. CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together. CA.p3.10d: Beginning to take a role in dramatic play.	D. Emotions AA. Pretend play N. Phonological awareness AA. Pretend play
Preschool: 60 months	CA.p4.10a: Anticipates story plot and structure of story. CA.p4.10b: Assumes roles in dramatic play situations. CA.p4.10c: Interacts with others in listening and responding in dramatic role. CA.p4.10d: Demonstrates feelings with body and voice.	M. Listening and comprehension AA. Pretend play M. Listening and comprehension AA. Pretend play D. Emotions

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COR Advantage Items

CREATIVE ARTS (CA) CONT		
Young Infant: 0-8 months	ACTING\THEATER: Creating CA.i.11a: Begins cooing, babbling.	L. Speaking
Mobile Infant: 6-18 months	CA.mi.11b: Demonstrates simple character/animal sounds with motions.	N. Phonological awareness
Toddler: 16-36 months	CA.t.11a: Talks in play situations. CA.t.11b: Moves inanimate objects (e.g., toy characters) in a play situation. CA.t.11c: Changes voice, emotion, body in play situations. CA.t.11.d: Likes to wear costumes to pretend to be other than self.	AA. Pretend play AA. Pretend play AA. Pretend play AA. Pretend play FF. Knowledge of self and others
Preschool: 48 months	CA.p3.11a: Follows simple instructions to recreate story and dramatic movement. CA.p3.11b: Uses costumes to disguise self and become a character in everyday environment.	AA. Pretend play AA. Pretend play FF. Knowledge of self and others
Preschool: 60 months	CA.p4.11b: Repeats dialogue and movement to tell a story. CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue. CA.p4.11d: Uses costumes to create character with dialogue. CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically. CA.p4.11f: Uses props/objects in creative ways to promote and create story.	M. Listening and comprehension AA. Pretend play AA. Pretend play AA. Pretend play AA. Pretend play AA. Pretend play

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COR Advantage Items

<i>CREATIVE ARTS (CA) CONT</i>		
Young Infant: 0-8 months	ACTING\THEATER: Understanding	
	CA.i.12a: Listens to stories, books, etc.	M. Listening and comprehension P. Reading
	CA.i.12b: Looks at pictures and points.	P. Reading
Mobile Infant: 6-18 months	CA.mi.12a: Responds to favorite stories.	Q. Book enjoyment and knowledge
	CA.mi.12b: Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.	N. Phonological awareness Q. Book enjoyment and knowledge
Toddler: 16-36 months	CA.t.12a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	N. Phonological awareness
	CA.t.12b: Recreates plot of familiar stories or movies.	AA. Pretend play
Preschool: 48 months	CA.p3.12a: Creates action and verbalization with costume prompt.	AA. Pretend play
	CA.p3.12b: Creates story with props/manipulatives.	AA. Pretend play
Preschool: 60 months	CA.p4.12a: Retells stories.	M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play
	CA.p4.12b: Uses imagination to create dramatic roles.	AA. Pretend play
	CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	AA. Pretend play

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COR Advantage Items

<i>CREATIVE ARTS (CA) CONT</i>		
Young Infant: 0-8 months	VISUAL ARTS: Physical	
	CA.i.13a: Responds to light, color.	X. Art
	CA.i.13b: Explores sensory materials.	X. Art
Mobile Infant: 6-18 months	CA.mi.13a: Scribbles with crayon.	X. Art
	CA.mi.13b: Crawls on textures - fabric, wood, bubble wrap.	X. Art
Toddler: 16-36 months	CA.t.13a: Grips paint brush, crayons, pipette, spray bottle.	X. Art
	CA.t.13b: Makes random and disordered scribbles.	R. Writing X. Art
Preschool: 48 months	CA.p4.13a: Uses a variety of materials to create art.	J. Fine-motor skills
	CA.t.13b: Makes random and disordered scribbles.	DD. Natural and physical world
Preschool: 60 months	CA.p4.13a: Uses a variety of materials to create art.	X. Art
	CA.p4.13b: Shows skill with scissors.	J. Fine-motor skills

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COR Advantage Items

<i>CREATIVE ARTS (CA) CONT</i>		
Young Infant: 0-8 months	VISUAL ARTS: Responding CA.i.14a: Responds to various textures and sensory materials - fabric, water, sand, etc.	X. Art
Mobile Infant: 6-18 months	CA.mi.14b: Grasps objects with thumb and pointer finger.	J. Fine-motor skills
Toddler: 16-36 months	CA.t.15a: Explores and manipulates sensory materials. CA.t.14b: Shows control of paint, brushes, markers, etc.	X. Art J. Fine-motor skills X. Art
Preschool: 48 months	CA.p3.14a: Explores more complex art activities.	X. Art
Preschool: 60 months	CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing. CA.p4.14b: Drawings suggest real life. CA.p4.14c: Drawings becoming better defined, more detail.	X. Art X. Art X. Art

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COR Advantage Items

<i>CREATIVE ARTS (CA) CONT</i>		
Young Infant: 0-8 months	VISUAL ARTS: Creating CA.i.15a: Splashes water, blows bubbles.	X. Art
Mobile Infant: 6-18 months	CA.mi.15a: Explores sensory materials - non-toxic paint, finger paint, paper, play dough, sand.	X. Art
Toddler: 16-36 months	CA.t.15a: Explores and manipulates sensory materials.	X. Art
	CA.t.15b: Demonstrates self-expression with art materials.	X. Art
Preschool: 48 months	CA.p3.15a: Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.	X. Art
	CA.p3.15b: Works independently.	A. Initiative and planning
Preschool: 60 months	CA.p4.15a: Tells stories/works out problems with drawings.	X. Art
	CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	X. Art

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COR Advantage Items

<i>CREATIVE ARTS (CA) CONT</i>		
Young Infant: 0-8 months	VISUAL ARTS: Understanding	
	CA.i.16a: Beginning to imitate sounds.	L. Speaking
	CA.i.16b: Favors objects/sensory materials.	A. Initiative and planning X. Art
Mobile Infant: 6-18 months	CA.mi.16a: Repeats actions, sounds, activities, etc.	AA. Pretend play
Toddler: 16-36 months	CA.t.16a: Explores and manipulates sensory materials.	X. Art
	CA.t.16b: Demonstrates self-expression with art materials.	X. Art
Preschool: 48 months	CA.p3.16a: Mixes colors to create a new color.	CC. Experimenting, predicting, and drawing conclusions
	CA.p3.16b: Names shapes.	T. Geometry: Shapes and spatial awareness
Preschool: 60 months	CA.p4.16b: Discusses own artistic creations and those of others.	X. Art