

The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
Kansas Early Learning Standards
Building the Foundation for
Successful Children



References

Kansas State Department of Education. (2014). *Kansas early learning standards building the foundation for successful children*. KS: Author. Retrieved from <https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf>

Kansas Early Learning Standards Building the Foundation for Successful Children	Vine Assessments by LifeCubby
Approaches to Learning	Vine Indicators
Persistence & Engagement	
Engagement and Attention	
Young Infant	
Demonstrates awareness of happenings and surroundings.	ATL 1-1 Is Attentive
Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage.	SED 5-1 Bonds with Adults
Shows interest in other children.	SED 6-2 Bonds with Peers
Mobile Infant	
Focuses on an activity, but is easily distracted.	ATL 1-1 Is Attentive
Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).	SED 5-1 Bonds with Adults
Toddler	
Begins to maintain focus, despite distractions, during brief delays in task.	ATL 1-1 Is Attentive
Plays side-by-side with another child, at times observing, imitating or engaging child in play.	SED 6-2 Bonds with Peers
Continues to play when a caregiver leaves the area.	ATL 1-1 Is Attentive
Pre 3	
Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	ATL 1-1 Is Attentive
Ignores distractions briefly when engrossed in an activity.	ATL 1-1 Is Attentive
Remembers and follows one or two step directions.	ATL 1-2 Develops Memory LC 7-1 Develops Receptive Communication
Pre 4	
Sustains attention to task despite distractions.	ATL 1-1 Is Attentive
Gathers information through listening. Remembers what was said in brief group discussion.	LC 7-1 Develops Receptive Communication ATL 1-2 Develops Memory
Persistence	

Young Infant	
Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	ATL 1-3 Is Persistent
Mobile Infant	
Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the 'pick it up' game).	ATL 1-3 Is Persistent
Executes simple 2-step plan (i.e., means-to-end task).	ATL 1-3 Is Persistent
Toddler	
Engages in self-initiated activities for a sustained period of time.	ATL 1-3 Is Persistent
Returns to an activity after being distracted.	ATL 1-3 Is Persistent
Pre 3	
Practices an activity many times until successful.	ATL 1-3 Is Persistent
Pre 4	
Stays with a task for at least five minutes.	ATL 1-3 Is Persistent
Carries out tasks, activities, projects or experiences from beginning to end.	ATL 1-3 Is Persistent
Remains focused on the task at hand even when frustrated or challenged.	ATL 1-3 Is Persistent
Initiative	
Curiosity and Initiative	
Young Infant	
Shows preferences for certain toys or activities.	ATL 1-5 Shows Initiative
Lifts arms toward caregiver to be picked up; explores own fingers and toes.	ATL 1-4 Is Curious
Mobile Infant	
Explores the environment through a variety of senses.	ATL 1-4 Is Curious
Chooses toys/things for play.	ATL 1-5 Shows Initiative
Toddler	
Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on	ATL 1-4 Is Curious

and off, pours water in sand box to fill a hole).	
Expresses preferences for familiar people, books, toys and activities; often insists on some choices.	ATL 1-5 Shows Initiative
Asks questions about items/objects.	ATL 1-4 Is Curious
Pre 3	
Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	ATL 1-4 Is Curious
Initiates play with other children.	ATL 1-5 Shows Initiative
Explores, practices, understands social roles through play.	SED 6-2 Bonds with Peers
Pre 4	
Seeks new and varied experiences and challenges through play	ATL 1-4 Is Curious
Chooses activities to do alone or with others.	ATL 1-5 Shows Initiative
Invites other children to join groups or activities.	SED 6-2 Bonds with Peers
Makes and follows plans for games or activities with other children.	CS 14-3 Makes Plans
Sense of Competence	
Young Infant	
Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).	ATL 1-3 Is Persistent
Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	SED 3-2 Manages Feelings & Demonstrates Self-Control
Mobile Infant	
Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).	SED 4-2 Becomes Confident
Points or protests to indicate likes and dislikes.	ATL 1-5 Shows Initiative
Expresses and responds to a variety of emotions.	SED 3-1 Expresses Emotion
Toddler	

Refers to own abilities when communicating with others (e.g., "I'll do it!" or "Watch me!").	SED 4-2 Becomes Confident
May show assertiveness (e.g., giving orders to others).	ATL 1-5 Shows Initiative
Feels comfortable in a variety of places with familiar adults.	ATL 1-5 Shows Initiative
Pre 3	
Recognizes own abilities and expresses satisfaction when demonstrating them to others.	SED 4-2 Becomes Confident
Knows self as part of family, culture, spiritual group or community.	SED 4-1 Develops Awareness of Self
Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Pre 4	
Shows pride in family composition; recognizes self as important to family and friends.	SED 4-2 Becomes Confident
Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	SED 4-1 Develops Awareness of Self
Associates emotions with words and facial expressions.	SED 3-1 Expresses Emotion
Creativity	
Problem Solving	
Young Infant	
Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).	CS 14-1 Solves Problems
Looks for caregiver response in new or uncertain situation.	CS 14-1 Solves Problems
Mobile Infant	
Seeks out trusted adult for comfort or support and/or accepts adult assistance.	SED 5-1 Bonds with Adults
Tries to do things on own.	CS 14-1 Solves Problems
Toddler	

Seeks alternate method when first attempt fails and/or seeks adult assistance.	CS 14-1 Solves Problems
Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).	SED 5-2 Learns from Adults
Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	ATL 2-1 Understands Routines ATL 2-2 Shows Responsibility
Pre 3	
Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.	CS 14-1 Solves Problems
Recognizes making a mistake and sometimes is able to correct it.	CS 14-1 Solves Problems
Remembers and applies two rules simultaneously (e.g., books go here, trucks there).	CS 14-1 Solves Problems
Pre 4	
Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	CS 14-1 Solves Problems
Can delay gratification for better payoff later; anticipates consequences of own behavior.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Understands what is real and what is 'make-believe'	CCA 21-4 Participates in Dramatic Play
Creativity and Flexibility	
Young Infant	
Shows interest in looking at, feeling or exploring new objects.	CS 13-1 Explores Objects
Mobile Infant	
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).	SED 4-1 Develops Awareness of Self
May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).	ATL 1-6 Thinks with Creativity & Flexibility

May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	ATL 1-6 Thinks with Creativity & Flexibility
Toddler	
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).	SED 5-2 Learns from Adults
May change behavior based on previous learning.	ATL 1-6 Thinks with Creativity & Flexibility
Pre 3	
Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	ATL 1-6 Thinks with Creativity & Flexibility
Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	ATL 1-6 Thinks with Creativity & Flexibility
Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	ATL 1-6 Thinks with Creativity & Flexibility
ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.	ATL 1-6 Thinks with Creativity & Flexibility
Pre 4	
Invents new activities through play.	ATL 1-6 Thinks with Creativity & Flexibility
Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	ATL 1-6 Thinks with Creativity & Flexibility
Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	ATL 1-6 Thinks with Creativity & Flexibility

Physical Health and Development	
Large Motor Skills	
Young Infant	
Crawls through and around objects	PMP 17-2 Develops Lower Body Strength
Demonstrates strength and control of head, arms, legs and trunk using	PMP 17-1 Develops Perception & Balance

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).	
Reaches for objects.	PMP 17-1 Develops Perception & Balance
Mobile Infant	
Creeps up/down stairs.	PMP 17-5 Develops Large Motor Coordination Skills
Takes independent steps.	PMP 17-2 Develops Lower Body Strength
Throws ball and other objects independently.	PMP 17-4 Develops Gross Hand-Eye Coordination
Toddler	
Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up).	PMP 17-1 Develops Perception & Balance
Catches a ball with both hands.	PMP 17-4 Develops Gross Hand-Eye Coordination
Begins to run.	PMP 17-2 Develops Lower Body Strength
Pre 3	
Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).	PMP 17-1 Develops Perception & Balance PMP 17-5 Develops Large Motor Coordination Skills
Pre 4	
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).	PMP 17-1 Develops Perception & Balance PMP 17-5 Develops Large Motor Coordination Skills
Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).	PMP 17-5 Develops Large Motor Coordination Skills
Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).	PMP 17-5 Develops Large Motor Coordination Skills
Fine Motor Skills	
Young Infant	
Transfers objects from one hand to other.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Grasps and releases object using entire hand.	PMP 18-2 Develops Fine Hand-Eye Coordination

Mobile Infant	
Coordinates the use of arms, hands and fingers to accomplish tasks (e.g., drinks from bottle, cup by self, holds a spoon).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Coordinates eye-hand movements (e.g., putting things in a box).	PMP 18-2 Develops Fine Hand-Eye Coordination
Toddler	
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).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Pre 3	
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).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills PMP 18-2 Develops Fine Hand-Eye Coordination
Pre 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).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills PMP 18-2 Develops Fine Hand-Eye Coordination
Physical Fitness	
Young Infant	
Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength
Mobile Infant	
Participates in active physical play (e.g., crawls and climbs over and under).	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Toddler	
Participates in active physical play (e.g., runs, uses playground equipment).	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Pre 3	

Participates in active play exhibiting strength and stamina.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Pre 4	
Participates in active play exhibiting strength and stamina.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Nutrition/Healthy Eating	
Young Infant	
Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).	PMP 19-1 Develops Meal Time Independence
Mobile Infant	
Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.	PMP 20-1 Learns about Nutrition
Toddler	
Makes simple food choices and has food preferences, demonstrates a willingness to try new foods.	PMP 20-1 Learns about Nutrition
Pre 3	
Eats a variety of foods.	PMP 20-1 Learns about Nutrition
Drinks from a cup without spilling and takes bites from whole foods.	PMP 19-1 Develops Meal Time Independence
Pre 4	
Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	PMP 20-1 Learns about Nutrition
Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).	PMP 19-1 Develops Meal Time Independence
Personal Hygiene	
Young Infant	
Signals need by crying (e.g., wet, hungry, tired, etc.).	PMP 19-2 Develops Self-Care Skills
Mobile Infant	
Indicates when pants are wet and need to be changed.	PMP 19-2 Develops Self-Care Skills PMP 19-3 Becomes Toilet Trained
Toddler	
Washes hands and face with assistance.	PMP 19-2 Develops Self-Care Skills
May begin to initiate interest in self-toileting.	PMP 19-3 Becomes Toilet Trained
Pre 3	

Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.	PMP 19-2 Develops Self-Care Skills
Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	PMP 19-2 Develops Self-Care Skills
Pre 4	
Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).	PMP 19-2 Develops Self-Care Skills
Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	PMP 19-2 Develops Self-Care Skills
Safety	
Young Infant	
Shows preference for major caregiver.	SED 5-1 Bonds with Adults
Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.	PMP 20-2 Learns Safety Rules
Mobile Infant	
Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregiver’s hand).	PMP 20-2 Learns Safety Rules
Toddler	
Follows adult interaction/ guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregiver’s hand).	PMP 20-2 Learns Safety Rules
Alerts adults to potential harmful situations.	PMP 20-2 Learns Safety Rules
Pre 3	
Knows common safety rules that have been discussed or taught.	PMP 20-2 Learns Safety Rules
Alerts adults to potentially harmful situations.	PMP 20-2 Learns Safety Rules
Pre 4	
Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does	PMP 20-2 Learns Safety Rules

not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).	
Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).	PMP 20-2 Learns Safety Rules
Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).	SS 16-4 Learns about Community Roles and Jobs

Social and Emotional Development	
Character Development	
Foundations of Character Development - Develop, implement, promote and model core ethical and performance principles.	
Young Infant	
N/A	
Mobile Infant	
N/A	
Toddler	
N/A	
Pre3	
Responds to positive and negative feedback from familiar adults.	ATL 2-2 Shows Responsibility
Pre4	
Responds appropriately to positive and negative feedback from adults most of the time.	ATL 2-2 Shows Responsibility
Foundations of Character Development - Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
Young Infant	
Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	SED 5-2 Learns from Adults
Mobile Infant	

Participates in routines and experiences that involve give and take interaction with familiar adults.	SED 5-2 Learns from Adults
Toddler	
Interacts with familiar adults to communicate about experiences, ideas or to solve problems.	SED 5-1 Bonds with Adults
Feels comfortable in a variety of places with familiar adults.	SED 5-1 Bonds with Adults
Pre 3	
Becomes increasingly aware of effects of own behavior on others.	ATL 2-2 Shows Responsibility
Pre 4	
Recognizes effect of own behavior on others most of the time.	ATL 2-2 Shows Responsibility
Recognizes examples and non-examples of words and actions that are helpful or hurtful.	ATL 2-2 Shows Responsibility
Foundations of Character Development - Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
Young Infant	
Begins to form relationships with consistent caregivers.	SED 5-1 Bonds with Adults
Mobile Infant	
Demonstrates a secure relationship with at least one consistent caregiver.	SED 5-1 Bonds with Adults
Toddler	
Begins to more easily separate from caregiver.	SED 5-1 Bonds with Adults
Pre 3	
Shows awareness of feelings of others with adult guidance and support.	SED 6-1 Builds Empathy
Pre 4	
Shows awareness of and responds to feelings of others with adult guidance and support.	SED 6-1 Builds Empathy
Foundations of Character Development - Create a caring community by taking steps to prevent peer cruelty and violence	

and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.	
Young Infant	
N/A	
Mobile Infant	
N/A	
Toddler	
N/A	
Pre3	
Expresses interests, acceptance, affection for others.	SED 6-2 Bonds with Peers
Pre 4	
Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	SED 6-2 Bonds with Peers
Responsible Decision Making & Problem Solving	
Foundations of Character Development - Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals.	
Young Infant	
N/A	
Mobile Infant	
Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	ATL 2-2 Shows Responsibility
Toddler	
Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Pre 3	
Begin to understand consequences of own actions with adult support.	ATL 2-2 Shows Responsibility
Pre 4	
Anticipates and usually accepts consequences of own actions.	ATL 2-2 Shows Responsibility
Foundations of Character Development - Organize personal	

time and managing personal responsibilities effectively.	
Young Infant	
N/A	
Mobile Infant	
Anticipates and participates in some familiar routines with adult assistance.	ATL 2-1 Understands Routines
Toddler	
Remembers and follows expectations for familiar routines some of the time, but may find it hard to transition from preferred activities.	ATL 2-1 Understands Routines
Pre 3	
Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	ATL 2-1 Understands Routines
Pre 4	
Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	ATL 2-1 Understands Routines
Foundations of Character Development - Play a developmentally appropriate role in classroom management and school governance.	
Young Infant	
Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	SED 5-1 Bonds with Adults
Mobile Infant	
Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.	SED 5-1 Bonds with Adults
Toddler	
Feels comfortable in a variety of places with familiar adults nearby.	SED 5-1 Bonds with Adults
Continues to play when familiar adult leaves area.	ATL 1-5 Shows Initiative
Pre 3	

Demonstrates confidence by participating in familiar classroom routines.	ATL 2-1 Understands Routines
Interacts with familiar adults with varying degrees of comfort.	SED 5-1 Bonds with Adults
Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	SED 6-3 Cooperates with Peers
Pre 4	
Demonstrates confidence by participating in most classroom activities.	SED 4-2 Becomes Confident
Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.	SED 5-1 Bonds with Adults
Works with others as part of a team, make decisions with other children, with adult assistance.	SED 6-3 Cooperates with Peers
Foundations of Character Development - Develop, implement and model effective problem solving skills.	
Young Infant	
<i>See ATL.i.10</i>	
Mobile Infant	
Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	ATL 2-2 Shows Responsibility SED 5-1 Bonds with Adults
Toddler	
<i>See SED.R.t.1</i>	
Pre 3	
Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	SED 3-2 Manages Feelings & Demonstrates Self-Control
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.	SED 6-3 Cooperates with Peers
Pre 4	
Manages (i.e., expresses, inhibits or redirects) emotions, impulses	SED 3-2 Manages Feelings & Demonstrates Self-Control

and behaviors with minimal guidance from adults.	
Attempts to solve social problems independently, by negotiation or with adult assistance.	SED 6-3 Cooperates with Peers
Personal Development	
Self-Awareness - Understand and analyze thoughts and emotions.	
Young Infant	
Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	SED 3-1 Expresses Emotion
Mobile Infant	
Communicates a variety of emotions purposefully and intentionally.	SED 3-1 Expresses Emotion
Toddler	
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).	SED 3-1 Expresses Emotion
Pre 3	
Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.	SED 3-1 Expresses Emotion
Begins to express and respond to a range of emotions in socially acceptable ways.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Pre 4	
Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.	SED 3-1 Expresses Emotion
Expresses and responds to a range of emotions in socially acceptable ways.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Self-Awareness - Identify and assess personal qualities and external supports.	
Young Infant	
Begins to understand self as separate person from others.	SED 4-1 Develops Awareness of Self

Mobile Infant	
Recognizes self as separate person with distinct characteristics.	SED 4-1 Develops Awareness of Self
Toddler	
Shows awareness of self as belonging to one or more groups.	SED 4-1 Develops Awareness of Self
Identifies own feelings, needs and interests.	SED 3-1 Expresses Emotion
Pre 3	
Describes self by using several basic characteristics.	SED 4-1 Develops Awareness of Self
States basic personal information (e.g., name and age).	SED 4-1 Develops Awareness of Self
Displays awareness of own thoughts and feelings.	SED 4-1 Develops Awareness of Self
Pre 4	
Describes characteristics of self and others.	SED 4-1 Develops Awareness of Self
States more complex personal information (e.g., names of family members, names of neighbors).	SED 4-1 Develops Awareness of Self
Self-Management - Understand and practice strategies for managing thoughts and behaviors.	
Young Infant	
Comforts self in by rocking body or other simple ways.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Communicates needs for help through vocalizations and gestures.	SED 3-1 Expresses Emotion
Mobile Infant	
Comforts self in a variety of ways.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Seeks close proximity to familiar adults for security and support, especially when distressed.	SED 5-1 Bonds with Adults
Toddler	
Anticipates the need for comfort and tries to prepare for changes in routine.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Seeks close proximity to familiar adults for security and support, especially when distressed.	SED 5-1 Bonds with Adults
Pre 3	
Makes known personal needs and desires.	LC 7-2 Develops Expressive Communication
Begins to be able to release and/or redirect emotional tensions, with	SED 3-2 Manages Feelings & Demonstrates Self-Control

adult help, becoming more relaxed and cooperative afterwards.	
Pre 4	
Expresses preferences in a socially acceptable way a majority of the time.	SED 3-1 Expresses Emotion
Develops strategies to express strong emotion and calm self, with adult help.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Self-Management - Reflect on perspectives and emotional responses.	
Young Infant	
Imitates the expression of feelings of those around them.	SED 5-2 Learns from Adults SED 6-1 Builds Empathy
Mobile Infant	
Demonstrates an awareness of others' feelings (e.g., cries or grimaces at the discomfort of others; matches facial expression of caregiver).	SED 6-1 Builds Empathy
Toddler	
Demonstrates increasing awareness of others' feelings	SED 6-1 Builds Empathy
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).	SED 6-1 Builds Empathy
Pre 3	
Recognizes own positive and negative feelings when an adult labels them.	SED 3-1 Expresses Emotion
Pre 4	
Recognizes and accurately describes own feelings a majority of the time.	SED 3-1 Expresses Emotion
Self-Management - Set, monitor, adapt and evaluate goals to achieve success in school and life.	
Young Infant	
See <i>ATL.i.4</i>	
Mobile Infant	
Seeks to achieve a specific goal (e.g., stretches to reach toy).	ATL 1-3 Is Persistent
See <i>ATL.mi.3</i>	

Toddler	
See ATL.t.4	
Pre 3	
Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.	SED 4-2 Becomes Confident
Pre 4	
Demonstrates age appropriate independence in decision-making regarding activities and materials.	ATL 1-5 Shows Initiative
Social Development	
Social Awareness - Demonstrate awareness of the thoughts, feelings and perspective of others.	
Young Infant	
Reacts to emotional expressions of others.	SED 6-1 Builds Empathy
Mobile Infant	
Demonstrates awareness of feelings expressed by others.	SED 6-1 Builds Empathy
Toddler	
Begins to identify own feelings, needs and interests and show awareness that others have feelings.	SED 3-1 Expresses Emotion SED 6-1 Builds Empathy
Responds in caring ways to another's distress in some situations.	SED 6-1 Builds Empathy
Pre 3	
Expresses concern for the needs of others and people in distress.	SED 6-1 Builds Empathy
Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).	SED 3-1 Expresses Emotion LC 7-2 Develops Expressive Communication
Pre 4	
Demonstrates an understanding of and responds to needs of others and people in distress.	SED 6-1 Builds Empathy
Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	SED 3-2 Manages Feelings & Demonstrates Self-Control

Social Awareness - Demonstrate awareness of cultural issues and a respect for human dignity and differences.	
Young Infant	
Responds to people and objects in their immediate environment based on past experience.	ATL 1-2 Develops Memory
Mobile Infant	
Identifies similarities and differences in objects and people by showing and pointing.	CS 13-2 Classifies or Sorts Objects
Toddler	
Expresses preferences for familiar people, books, toys and activities.	ATL 1-5 Shows Initiative
Uses previous learning to inform new experiences with people and objects in their environment.	ATL 1-2 Develops Memory
Pre 3	
Compares own characteristics with those of others.	SED 4-1 Develops Awareness of Self
Pre 4	
Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	SED 4-1 Develops Awareness of Self
Treats others with respect when conflict or differences occur, given adult support.	SED 6-3 Cooperates with Peers
Interpersonal Skills - Demonstrate communication and social skills to interact effectively.	
Young Infant	
Shows interest in other children.	SED 6-2 Bonds with Peers
Repeats actions that elicit social responses from others.	SED 5-1 Bonds with Adults
Mobile Infant	
Briefly engages in simple interaction with another child.	SED 6-2 Bonds with Peers
Toddler	
Plays side-by-side with another child, at times observing, imitating or engaging child in play.	SED 6-2 Bonds with Peers
Young Infant	

Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	SED 5-1 Bonds with Adults
Mobile Infant	
Participates in routines and experiences that involve mutual give and take interactions with familiar adults.	SED 5-2 Learns from Adults
Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	ATL 2-2 Shows Responsibility
Toddler	
Seeks out trusted adult for comfort or support.	SED 5-1 Bonds with Adults
Shows interest in unfamiliar adults with support from familiar adults.	SED 5-1 Bonds with Adults
Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Seeks adult assistance when encountering a problem.	SED 5-1 Bonds with Adults
Pre 3	
Follows rules and simple directions (1-2 steps).	ATL 2-2 Shows Responsibility
Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).	SED 6-3 Cooperates with Peers
Begins to participate in conversational turn taking.	LC 7-6 Learns Conversation Structure
Shows interest in having a friend.	SED 6-2 Bonds with Peers
Begins to resolve conflicts with peers, given adult assistance.	SED 6-3 Cooperates with Peers
Pre 4	
Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).	SED 6-3 Cooperates with Peers
Participates in conversational turn taking by listening and responding to what was said.	LC 7-6 Learns Conversation Structure
Demonstrates strategies to join a play group with adult support.	SED 6-2 Bonds with Peers
Invites other children to join groups or activities.	SED 6-2 Bonds with Peers

Develops friendships with one or two preferred peers.	SED 6-2 Bonds with Peers
Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	SED 3-1 Expresses Emotion
Adjusts behavior to different settings (e.g., “inside voice”).	ATL 1-6 Thinks with Creativity & Flexibility
Resolves conflicts with peers, seeking adult assistance when necessary.	SED 6-3 Cooperates with Peers
Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	ATL 1-6 Thinks with Creativity & Flexibility

Communication and Literacy	
Literature - Key Ideas and Details	
Young Infant	
Sits on adult’s lap while being read to and gazes at pictures in books and pats individual pictures.	LKS 8-1 Develops Early Literacy
Mobile Infant	
Responds to a verbal prompt by pointing to requested picture (e.g., “Oh look there is a cow, can you show me the cow?”).	LKS 8-1 Develops Early Literacy
Toddler	
With prompting and support, asks and answers simple questions about story content using pictures.	LKS 8-1 Develops Early Literacy
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”).	LKS 8-1 Develops Early Literacy
Pre 3	
With prompting and support, asks and answers simple questions about the story content.	LKS 8-1 Develops Early Literacy
Uses pictures and illustrations to tell and retell parts of a story.	LKS 8-1 Develops Early Literacy
Pre 4	
With prompting and support, asks and answers questions about key details in a text.	LKS 8-1 Develops Early Literacy

With prompting and support, retells stories with increasing detail and accuracy.	ATL 1-2 Develops Memory
With prompting and support, identifies characters, settings and major events in a story.	LKS 8-1 Develops Early Literacy
Literature - Craft and Structure	
Young Infant	
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).	LKS 8-1 Develops Early Literacy
Mobile Infant	
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).	LKS 8-1 Develops Early Literacy
Toddler	
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).	LKS 8-1 Develops Early Literacy
Pre 3	
Asks and answers questions about unknown words/ pictures in a book.	LKS 8-1 Develops Early Literacy
Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).	LKS 8-1 Develops Early Literacy
Understands that books have both illustrations and print.	LKS 8-1 Develops Early Literacy
Pre 4	
Asks and answers questions about unknown words in a text.	LKS 8-1 Develops Early Literacy
Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	LKS 8-1 Develops Early Literacy
With prompting and support, can describe the role of an author and an illustrator.	LKS 8-1 Develops Early Literacy

Literature - Integration of Knowledge and Ideas	
Young Infant	
Shows interest in photographs of familiar people/objects.	LKS 8-1 Develops Early Literacy
Mobile Infant	
Randomly points to familiar pictures in a book.	LKS 8-1 Develops Early Literacy
Names familiar people/ objects in photographs.	LKS 8-1 Develops Early Literacy
Toddler	
Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.	LKS 8-1 Develops Early Literacy
Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).	LKS 8-1 Develops Early Literacy
Pre 3	
With prompting and support, makes connections between self, illustrations and the story when taking a "picture walk" of the book.	LKS 8-1 Develops Early Literacy
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!").	LKS 8-1 Develops Early Literacy
Pre 4	
With prompting and support, uses the illustrations to retell major events in the story.	LKS 8-1 Develops Early Literacy
With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	LKS 8-1 Develops Early Literacy
Literature - Range of Reading and Level of Text Complexity	
Young Infant	
Listens briefly to stories being read by an adult.	LKS 8-1 Develops Early Literacy
Mobile Infant	
Listens to stories being read by an adult	LKS 8-1 Develops Early Literacy
Toddler	

Engages in reading activities with an adult and possibly one or two peers.	LKS 8-1 Develops Early Literacy
Pre 3	
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).	LKS 8-1 Develops Early Literacy
Pre 4	
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).	LKS 8-1 Develops Early Literacy
Informational Text (Non-Fiction) - Key Ideas and Details	
Young Infant	
See <i>CL.L.i.1.</i>	
Mobile Infant	
Responds to a verbal prompt by pointing to requested picture. (e.g., "Oh look there is a cow, can you show me the cow?")	LKS 8-1 Develops Early Literacy
Toddler	
With prompting and support, asks and answers simple questions about text using pictures.	LKS 8-1 Develops Early Literacy
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?).	LKS 8-1 Develops Early Literacy
Pre 3	
With prompting and support, asks and answers simple questions about the text.	LKS 8-1 Develops Early Literacy
Retells some details of the text using pictures or props as a support.	LKS 8-1 Develops Early Literacy
Pre 4	

With prompting and support, asks and answers questions about key details in a text.	LKS 8-1 Develops Early Literacy
With prompting and support, retells key details of a text.	LKS 8-1 Develops Early Literacy
With prompting and support, describes the connection between two events or pieces of information in a text.	LKS 8-1 Develops Early Literacy
Informational Text (Non-Fiction) - Craft and Structure	
Young Infant	
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).	LKS 8-1 Develops Early Literacy
Mobile Infant	
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).	LKS 8-1 Develops Early Literacy
Toddler	
Exhibits curiosity and interest in learning new vocabulary.	LC 7-4 Expands Vocabulary
Identifies the front cover of a book in order to orient the book correctly for reading.	LKS 8-1 Develops Early Literacy
Pre 3	
Exhibits curiosity and interest in learning new vocabulary.	LC 7-4 Expands Vocabulary
Identifies the front and back cover of a book.	LKS 8-1 Develops Early Literacy
Understands that books have both illustrations and print.	LKS 8-1 Develops Early Literacy
Pre 4	
With prompting and support, asks and answers questions about unknown words in a text.	LKS 8-1 Develops Early Literacy
Identifies the front cover, back cover and title page of a book.	LKS 8-1 Develops Early Literacy

With prompting and support describes the role of an author and an illustrator.	LKS 8-1 Develops Early Literacy
Informational Text (Non-Fiction) - Integration of Knowledge and Ideas	
Young Infant	
Randomly points to pictures in a book.	LKS 8-1 Develops Early Literacy
Mobile Infant	
<i>See CL.L.mi.3.</i>	
Toddler	
Draws meaning from pictures, print and text.	LKS 8-1 Develops Early Literacy
Pre 3	
With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.	LKS 8-1 Develops Early Literacy
Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).	LKS 8-1 Develops Early Literacy
With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	LKS 8-1 Develops Early Literacy
Pre 4	
With prompting and support, use the illustrations to identify key details in the story.	LKS 8-1 Develops Early Literacy
With prompting and support answers “why” questions based on information presented in the text.	LKS 8-1 Develops Early Literacy
With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	LKS 8-1 Develops Early Literacy
Informational Text (Non-Fiction) - Range of Reading and Level of Text Complexity	
Young Infant	
Listens briefly to texts being read with an adult.	LKS 8-1 Develops Early Literacy
Mobile Infant	

Listens to texts being read by an adult.	LKS 8-1 Develops Early Literacy
Toddler	
See <i>CL.L.t.6</i> .	
Pre 3	
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”).	LKS 8-1 Develops Early Literacy
Pre 4	
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).	LKS 8-1 Develops Early Literacy
Foundational Skills - Print Concepts	
Young Infant	
Explores books by touching, patting and mouthing.	LKS 8-1 Develops Early Literacy
Mobile Infant	
Explores a book by turning the pages (may be more than one at a time or back to front).	LKS 8-1 Develops Early Literacy
Plays with objects with letters on them (e.g., alphabet blocks).	LKS 8-2 Develops Alphabetic Knowledge
Toddler	
Holds book right side up to look at pictures.	LKS 8-1 Develops Early Literacy
Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).	LKS 8-3 Develops Emergent Reading
Pre 3	
Demonstrates understanding of the organization and basic features of print.	LKS 8-3 Develops Emergent Reading
Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	LKS 8-3 Develops Emergent Reading

Demonstrates an understanding that print conveys meaning (i.e., environmental print).	LKS 8-3 Develops Emergent Reading
Recognizes letters in their name.	LKS 8-2 Develops Alphabetic Knowledge
Pre 4	
Demonstrates understanding of the organization and basic features of print.	LKS 8-3 Develops Emergent Reading
Follows words from left to right, top to bottom and page by page.	LKS 8-3 Develops Emergent Reading
Recognizes that spoken words are represented in written language by specific sequences of letter.	LKS 8-3 Develops Emergent Reading
Recognizes that letters are grouped to form words.	LKS 8-3 Develops Emergent Reading
Recognizes and names some upper: and lowercase letters in addition to those in first name.	LKS 8-2 Develops Alphabetic Knowledge
Foundational Skills - Phonological Awareness	
Young Infant	
Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).	LC 7-2 Develops Expressive Communication LC 7-3 Develops Phonemic Awareness
Mobile Infant	
Shows a varied response to sounds in the environment.	LC 7-1 Develops Receptive Communication
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).	LC 7-3 Develops Phonemic Awareness
Toddler	
Differentiates between sounds that are the same and different (e.g., bell vs. drum).	LC 7-3 Develops Phonemic Awareness
Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	LC 7-3 Develops Phonemic Awareness
Pre 3	
Plays with the sounds of language.	LC 7-3 Develops Phonemic Awareness
Differentiates between sounds that are the same and different (e.g.,	LC 7-3 Develops Phonemic Awareness

environmental sounds, animal sounds, phonemes).	
Distinguishes whether two words rhyme or not.	LC 7-3 Develops Phonemic Awareness
Blends compound words and syllables in spoken words (e.g., base+ball= baseball; / d+ad= dad).	LC 7-3 Develops Phonemic Awareness
Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).	LC 7-3 Develops Phonemic Awareness
Pre 4	
Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):	LC 7-3 Develops Phonemic Awareness
Recognizes and produces rhyming words.	LC 7-3 Develops Phonemic Awareness
Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).	LC 7-3 Develops Phonemic Awareness
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).	LC 7-3 Develops Phonemic Awareness
States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	LC 7-3 Develops Phonemic Awareness
Foundational Skills - Phonics and Word Recognition	
Young Infant	
N/A	
Mobile Infant	
N/A	
Toddler	
N/A	
Pre 3	
Knows and applies age-appropriate word analysis skills.	LC 7-3 Develops Phonemic Awareness
Begins to identify own name in print.	LKS 8-3 Develops Emergent Reading
Begins to recognize and “read” familiar words or environmental print.	LKS 8-3 Develops Emergent Reading
Pre 4	

Knows and applies age appropriate word analysis skills in decoding words.	LC 7-3 Develops Phonemic Awareness
Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	LKS 8-2 Develops Alphabetic Knowledge
Identifies own name in print.	LKS 8-3 Develops Emergent Reading
Recognizes and “reads” familiar words or environmental print.	LKS 8-3 Develops Emergent Reading
Foundational Skills - Fluency	
Young Infant	
N/A	
Mobile Infant	
Begins to vocalize as if reading when looking at a book.	
Toddler	
“Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.	LKS 8-3 Develops Emergent Reading
Pre 3	
Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	LKS 8-3 Develops Emergent Reading
Pre 4	
<i>Indicator not listed</i>	
Writing - Text Types and Purposes	
Young Infant	
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).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Grasps objects using entire hand.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Mobile Infant	
Picks up objects between thumb and finger (i.e., pincer grasp).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Uses a full-hand grasp to hold a writing tool to make scribbles.	LKS 9-1 Develops Emergent Writing
Toddler	
Uses thumb and fingers of one hand to hold writing tool.	LKS 9-1 Develops Emergent Writing
Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact,	LKS 9-1 Develops Emergent Writing

pretends to write own name, draws a circle and straight line after watching someone else do it).	
Pre 3	
Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.	LKS 9-1 Develops Emergent Writing
Pre 4	
Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	LKS 9-1 Develops Emergent Writing
Writing - Production and Distribution of Writing	
Young Infant	
N/A	
Mobile Infant	
N/A	
Toddler	
N/A	
Pre 3	
Uses consistent marks to represent name when writing.	LKS 9-1 Develops Emergent Writing
With guidance and support, imitates shapes and strokes.	LKS 9-1 Develops Emergent Writing
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").	CS 13-3 Learns Using Technology
Pre 4	
Recognizably writes a majority of the letters in their name.	LKS 9-1 Develops Emergent Writing
With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	LKS 9-1 Develops Emergent Writing
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	CS 13-3 Learns Using Technology

illustrate a book or directions for a task).	
Writing - Production and Distribution of Writing	
Young Infant	
N/A	
Mobile Infant	
N/A	
Toddler	
Participates in conversations about past events.	LC 7-2 Develops Expressive Communication SS 16-2 Understands Time
Pre 3	
Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).	LKS 9-1 Develops Emergent Writing
With guidance and support from adults, collaborates with peers to recall information from experiences.	ATL 1-2 Develops Memory
Pre 4	
Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).	LKS 9-1 Develops Emergent Writing
With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	ATL 1-2 Develops Memory
Speaking & Listening - Comprehension and Collaboration	
Young Infant	
Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.	LC 7-1 Develops Receptive Communication
Listens to and begins to respond to familiar words (e.g., own name, bottle, mom).	LC 7-1 Develops Receptive Communication
Uses gestures, movements or vocalizations to gain attention of a familiar person.	LC 7-2 Develops Expressive Communication
Mobile Infant	

Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).	LC 7-2 Develops Expressive Communication
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”).	LC 7-1 Develops Receptive Communication
Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).	LC 7-2 Develops Expressive Communication
Toddler	
In a conversation with a peer or caregiver.	LC 7-6 Learns Conversation Structure
Answers simple questions and begins to ask questions using inflection and intonation.	LC 7-6 Learns Conversation Structure
Sustains a conversation with two or more turns.	LC 7-6 Learns Conversation Structure
Confirms understanding of information presented orally through verbalizations of one or two words or actions.	LC 7-1 Develops Receptive Communication
Uses language to seek help, get information or clarify something that is not understood.	LC 7-2 Develops Expressive Communication
Pre 3	
Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.	LC 7-6 Learns Conversation Structure
Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).	LC 7-6 Learns Conversation Structure
Continues a conversation through three or more exchanges.	LC 7-6 Learns Conversation Structure
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.	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication
Pre 4	

Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.	LC 7-6 Learns Conversation Structure
Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	LC 7-6 Learns Conversation Structure
Continues a conversation through multiple exchanges, staying on topic.	LC 7-6 Learns Conversation Structure
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.	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication
Speaking & Listening - Presentation of Knowledge and Ideas	
Young Infant	
Uses gestures, movements or vocalizations to communicate wants and needs.	LC 7-2 Develops Expressive Communication
Uses differing cries to signal various needs.	LC 7-2 Develops Expressive Communication
Uses some consonant-vowel (CV) combinations (e.g., ba, pa,ma).	LC 7-2 Develops Expressive Communication
Mobile Infant	
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).	LC 7-1 Develops Receptive Communication
Speaks so that familiar adults can understand about 50% of what child says.	LC 7-5 Expands Grammar and Pronunciation
Toddler	
Uses words to label actions.	LC 7-4 Expands Vocabulary
Expresses wants and needs, likes and dislikes.	LC 7-2 Develops Expressive Communication

Speaks so that familiar listeners are able to understand ideas, feeling and need.	LC 7-5 Expands Grammar and Pronunciation
Pre 3	
Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.	LC 7-4 Expands Vocabulary
Able to describe objects and actions depicted in pictures.	LC 7-4 Expands Vocabulary
Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	LC 7-5 Expands Grammar and Pronunciation
Pre 4	
Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events.	LC 7-4 Expands Vocabulary
Able to tell another person about what they have drawn.	LC 7-2 Develops Expressive Communication
Speaks understandably to express ideas, feelings and needs.	LC 7-5 Expands Grammar and Pronunciation
Language Standards - Conventions of Standard English	
Young Infant	
N/A	
Mobile Infant	
N/A	
Toddler	
N/A	
Pre 3	
Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.	LC 7-5 Expands Grammar and Pronunciation
Begins to make letter like forms and print some letters (e.g., letters in their name).	LKS 9-1 Develops Emergent Writing
Uses frequently occurring nouns and verbs when speaking.	LC 7-5 Expands Grammar and Pronunciation
Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	LC 7-5 Expands Grammar and Pronunciation

Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	LC 7-4 Expands Vocabulary
Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	LC 7-4 Expands Vocabulary
Communicates using at least 3-4 word sentences.	LC 7-2 Develops Expressive Communication
Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.	LKS 9-1 Develops Emergent Writing
Pre 4	
Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	LC 7-5 Expands Grammar and Pronunciation
Prints some upper- and lower-case letters (e.g., letters in their name).	LKS 9-1 Develops Emergent Writing
Uses frequently occurring nouns and verbs.	LC 7-5 Expands Grammar and Pronunciation
Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	LC 7-5 Expands Grammar and Pronunciation
Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	LC 7-4 Expands Vocabulary
Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	LC 7-4 Expands Vocabulary
Produces complete sentences in shared language activities.	LC 7-2 Develops Expressive Communication
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.	LKS 9-1 Develops Emergent Writing
Language Standards - Vocabulary Acquisition and Use	
Young Infant	

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?”).	LC 7-4 Expands Vocabulary
Mobile Infant	
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”).	LC 7-1 Develops Receptive Communication
Toddler	
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).	LC 7-1 Develops Receptive Communication LC 7-4 Expands Vocabulary
Pre 3	
Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).	LC 7-4 Expands Vocabulary
With guidance and support from adults, explores word relationships and nuances in word meanings.	LC 7-4 Expands Vocabulary
Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).	LC 7-4 Expands Vocabulary
Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	LC 7-4 Expands Vocabulary
With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	LC 7-4 Expands Vocabulary
Pre 4	
Determines or clarifies the meaning of unknown and multiple meaning	LC 7-4 Expands Vocabulary

words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison)	
With guidance and support, explores word relationships and nuances in word meanings.	LC 7-4 Expands Vocabulary
Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	LC 7-4 Expands Vocabulary
Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	LC 7-4 Expands Vocabulary
With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	LC 7-4 Expands Vocabulary

Mathematics	
Counting and Cardinality - Know number names and the count sequence	
Young Infant	
N/A	
Mobile Infant	
Names some number words but not in sequence.	CM 10-1 Begins Counting
Toddler	
Verbally counts in sequence to 3.	CM 10-1 Begins Counting
Pre 3	
Counts in sequence to 10.	CM 10-1 Begins Counting
Demonstrates an understanding that number names can be represented with a written numeral.	CM 10-4 Reads and Writes Numbers
Pre 4	
Counts in sequence to 30.	CM 10-1 Begins Counting
Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	CM 10-4 Reads and Writes Numbers
Counts forward beginning from a given number (under 10) within the	CM 10-1 Begins Counting

known sequence (instead of having to begin at 1).	
Counting and Cardinality - Count to tell the number of objects	
Young Infant	
N/A	
Mobile Infant	
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).	CM 11-1 Learns Measurement and Quantities
Toddler	
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”).	CM 10-1 Begins Counting
Matches large pegs to holes using one-to-one correspondence.	CM 10-1 Begins Counting
Pre 3	
Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).	CM 10-1 Begins Counting
Spontaneously counts for own purposes.	CM 10-1 Begins Counting
Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).	CM 10-2 Builds and Observes Sets
Pre 4	
Understands the relationship between numbers and quantities to 10; connect counting to cardinality.	CM 10-1 Begins Counting
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).	CM 10-1 Begins Counting
Understands that the last number name said tells the numbers of objects counted (cardinality).	CM 10-1 Begins Counting

Understands that the number of objects remains the same regardless of the order in which the objects were counted.	CM 10-1 Begins Counting
Demonstrates an understanding that each successive number name refers to a quantity that is one larger.	CM 10-3 Learns Addition, Subtraction and Division
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.	CM 10-1 Begins Counting
Counting and Cardinality - Count to tell the number of objects	
Young Infant	
Holds an object in each hand.	CM 10-1 Begins Counting CM 11-1 Learns Measurement and Quantities
Mobile Infant	
Places objects using one to one correspondence but does not fully understand this created equal groups (e.g., child places one toy in each container during play but doesn’t understand there are the same number of toys and containers).	CM 11-1 Learns Measurement and Quantities
Toddler	
Demonstrates an understanding that one collection has more than another when the collections are quite different in size (one collection is at least twice the other).	CM 10-2 Builds and Observes Sets
Pre 3	
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.	CM 10-2 Builds and Observes Sets
When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	CM 10-2 Builds and Observes Sets
Pre 4	

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).	CM 10-2 Builds and Observes Sets
Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items).	CM 10-2 Builds and Observes Sets
Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	CM 10-2 Builds and Observes Sets CM 10-4 Reads and Writes Numbers
Operations & Algebraic Thinking - Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
Young Infant	
Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).	ATL 1-3 Is Persistent
Mobile Infant	
Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo).	SED 5-2 Learns from Adults
Toddler	
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").	CM 10-3 Learns Addition, Subtraction and Division
Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a	CM 11-2 Understands Patterns

repeating pattern in a storybook (e.g., “Brown Bear, Brown Bear, What do You See?”).	
Pre 3	
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”).	CM 10-3 Learns Addition, Subtraction and Division
Uses concrete objects including shapes to copy simple patterns.	CM 11-2 Understands Patterns
Pre 4	
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?).	CM 10-3 Learns Addition, Subtraction and Division
Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	CM 10-3 Learns Addition, Subtraction and Division
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).	CM 11-2 Understands Patterns
Measurement & Data - Describe and compare measurable attributes	
Young Infant	
Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).	CS 13-1 Explores Objects
Mobile Infant	
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).	CS 13-1 Explores Objects
Toddler	
Starts to use words to describe measurable attributes (e.g., big, heavy, empty).	CM 11-1 Learns Measurement and Quantities

Pre 3	
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!”).	CM 11-1 Learns Measurement and Quantities
Pre 4	
Describes and compares objects using measurable attributes (length, size, capacity and weight).	CM 11-1 Learns Measurement and Quantities
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).	CM 11-1 Learns Measurement and Quantities
Measurement & Data - Classify objects and count the number of objects in each category.	
Young Infant	
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).	ATL 1-2 Develops Memory CS 13-1 Explores Objects
Mobile Infant	
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).	CS 13-2 Classifies or Sorts Objects
Toddler	
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).	CS 13-2 Classifies or Sorts Objects

Names groups of 1-2 items (e.g., shown a pair of shoes says “two shoes”) (precursor to subitizing).	CM 10-2 Builds and Observes Sets
Pre 3	
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).	CS 13-2 Classifies or Sorts Objects
Pre 4	
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.	CS 13-2 Classifies or Sorts Objects
Collects data by categories to answer simple questions.	CS 13-2 Classifies or Sorts Objects
Geometry - Identify and Describe Shapes	
Young Infant	
Exhibits some sense of size, color and shape recognition of objects in the environment.	CM 12-1 Learns Shapes & Sizes
Mobile Infant	
Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).	CM 12-2 Develops Spatial Awareness
Toddler (<i>Circles, squares, typical triangles</i>)	
Demonstrates an understanding of simple location/ position words (e.g., under, in, out).	CM 12-2 Develops Spatial Awareness
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).	CM 12-1 Learns Shapes & Sizes
Pre 3 (<i>Squares, circles, triangles, rectangles</i>)	
Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions	CM 12-1 Learns Shapes & Sizes CM 12-2 Develops Spatial Awareness

of these objects (e.g., over, inside, close to, far away).	
Correctly names shapes regardless of their orientations or overall size.	CM 12-1 Learns Shapes & Sizes
Pre 4 (<i>Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres</i>)	
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).	CM 12-1 Learns Shapes & Sizes
Correctly name shapes regardless of their orientations or overall size.	CM 12-1 Learns Shapes & Sizes
Geometry - Analyze, compare, create and compose shapes.	
Young Infant	
Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	CS 13-1 Explores Objects
Mobile Infant	
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).	CM 12-2 Develops Spatial Awareness
Toddler	
Manipulates shapes to place in a form board or simple puzzle.	CM 12-1 Learns Shapes & Sizes
Pre 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).	CM 12-1 Learns Shapes & Sizes
Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.	CM 12-1 Learns Shapes & Sizes
Pre 4	
Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe	CM 12-1 Learns Shapes & Sizes

their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	
Creates shapes during play by building, drawing, etc.	CM 12-1 Learns Shapes & Sizes
Puts together several shapes to make a picture and fill simple outline puzzles.	CM 12-1 Learns Shapes & Sizes

Science	
Motion & Stability: Forces & Interactions	
Young Infant	
Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).	CS 14-1 Solves Problems
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).	CS 14-1 Solves Problems
Mobile Infant	
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).	CS 14-1 Solves Problems
Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).	CS 13-1 Explores Objects
Toddler	
Demonstrates an understanding of basic cause and effect.	CS 14-2 Makes Predictions
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).	CS 14-1 Solves Problems
Pre 3	
Explores and experiments with familiar and unfamiliar objects to examine how objects move when	CS 13-1 Explores Objects

acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).	
Pre 4	
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).	CS 13-1 Explores Objects
Recognizes and describes the effect of his/her own actions on objects.	CS 14-4 Draws Conclusions and Sorts Results
Energy	
Young Infant	
N/A	
Mobile Infant	
N/A	
Toddler	
N/A	
Pre 3	
Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “ It’s hot out here in the sun.” “At night it gets dark because the sun goes away”).	CS 15-1 Explores the Natural Environment
Pre 4	
Demonstrates an understanding that the sun provides light and warmth.	CS 15-1 Explores the Natural Environment
From Molecules to Organisms: Structures & Processes	
Young Infant	
Shows interest in animals.	CS 15-1 Explores the Natural Environment
Mobile Infant	
Shows interest in living things and observes and/or engages with them in a respectful way (e.g., is gentle with animals, plants).	CS 15-1 Explores the Natural Environment
Toddler	
Names familiar objects, animals, body parts (e.g., arm, hand, arm).	CS 15-2 Develops an Understanding of and Care for the Natural World
Begins to identify traits of living things (e.g., the sound a duck makes).	CS 15-2 Develops an Understanding of and Care for the Natural World

Demonstrates an understanding that people and animals need food and water to live.	CS 15-2 Develops an Understanding of and Care for the Natural World
Pre 3	
Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	CS 15-1 Explores the Natural Environment
Understands that living things need air, water and food.	CS 15-2 Develops an Understanding of and Care for the Natural World
Pre 4	
Asks /answers questions about objects, organisms and events in their environments.	CS 15-1 Explores the Natural Environment
Understands and is able to explain why plants and animals need air, food and water.	CS 15-2 Develops an Understanding of and Care for the Natural World
Earth's Systems	
Young Infant	
Turns head toward or away from weather.	ATL 1-1 Is Attentive
Mobile Infant	
Demonstrates a variety of responses to changes in weather	CS 15-1 Explores the Natural Environment
Toddler	
Beginning to identify weather occurrences (e.g., sun, rain, snow).	CS 15-1 Explores the Natural Environment
Pre 3	
Identifies weather occurrences (e.g., sun, rain and snow).	CS 15-2 Develops an Understanding of and Care for the Natural World
Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).	CS 15-2 Develops an Understanding of and Care for the Natural World
Pre 4	
Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).	CS 15-2 Develops an Understanding of and Care for the Natural World
Observes and explains how plants and animals respond to changes in the environment and in seasons.	CS 15-2 Develops an Understanding of and Care for the Natural World
Understands: (1) how actions people take may change the environment and	CS 15-2 Develops an Understanding of and Care for the Natural World

(2) the impact actions have an on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).	
Earth & Human Activity	
Young Infant	
N/A	
Mobile Infant	
N/A	
Toddler	
Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water).	CS 15-2 Develops an Understanding of and Care for the Natural World
Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.	CS 15-2 Develops an Understanding of and Care for the Natural World CCA 21-4 Participates in Dramatic Play
Pre 3	
Comments on an animal's appearance, behavior or habitat.	CS 15-2 Develops an Understanding of and Care for the Natural World
Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).	CS 15-2 Develops an Understanding of and Care for the Natural World
Makes comments about the weather. (e.g., it's cold, it's windy).	CS 15-2 Develops an Understanding of and Care for the Natural World
Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).	CS 15-2 Develops an Understanding of and Care for the Natural World
Pre 4	
Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).	CS 15-2 Develops an Understanding of and Care for the Natural World
Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).	CS 15-2 Develops an Understanding of and Care for the Natural World
Demonstrates an understanding that different weather conditions require different	CS 15-2 Develops an Understanding of and Care for the Natural World

clothing/accessories (e.g., boots, mittens, rain coat).	
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.).	CS 15-2 Develops an Understanding of and Care for the Natural World

Social Studies	
Government	
Young Infant	
Shows awareness of self and of other people.	SED 4-1 Develops Awareness of Self
Mobile Infant	
Prefers familiar adults over strangers.	SED 5-1 Bonds with Adults
Toddler	
Identifies family members by name.	SED 4-1 Develops Awareness of Self
Pre 3	
Names family members by relationships (e.g., dad, sister, cousin).	SED 4-1 Develops Awareness of Self SS 16-4 Learns about Community Roles and Jobs
Pre 4	
Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	SS 16-4 Learns about Community Roles and Jobs
Economics	
Young Infant	
Demonstrates beginning awareness of objects in the environment.	CS 13-1 Explores Objects
Mobile Infant	
Identifies objects as “mine.”	SED 4-1 Develops Awareness of Self CS 13-1 Explores Objects
Toddler	
Shares with others and takes turns with adult guidance.	SED 6-3 Cooperates with Peers
Pre 3	
Trades or exchanges materials or objects with others.	SS 16-5 Learns about Government and Economics
Discriminates between “yours” and “mine.”	SED 6-3 Cooperates with Peers

Pre 4	
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 16-5 Learns about Government and Economics
Demonstrates an understanding that money can be exchanged for goods and services.	SS 16-5 Learns about Government and Economics
Geography	
Young Infant	
N/A	
Mobile Infant	
Demonstrates an understanding that objects and persons exist when not in sight.	ATL 1-2 Develops Memory
Toddler	
Talks about objects and people in familiar environments (e.g., home, grocery store).	ATL 1-2 Develops Memory
Pre 3	
Uses words to indicate direction.	CM 12-2 Develops Spatial Awareness
Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).	SS 16-3 Explores Geography
Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	ATL 2-2 Shows Responsibility
Pre 4	
Identifies and correctly uses terms related to location, direction and distance (e.g., up/ down, here/there).	CM 12-2 Develops Spatial Awareness
Creates simple “maps” or drawings of familiar places.	SS 16-3 Explores Geography
Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).	SS 16-3 Explores Geography
Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts	CS 15-2 Develops an Understanding of and Care for the Natural World

verses mittens, swimsuit verses heavy coat).	
With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).	CS 15-2 Develops an Understanding of and Care for the Natural World
Kansas, United States & World History	
Young Infant	
N/A	
Mobile Infant	
Recognizes and anticipates familiar routines.	ATL 2-1 Understands Routines
Toddler	
Identifies routines and common occurrences in his/her life.	ATL 2-1 Understands Routines
Recognizes the start and end of an event (e.g., clapping at the end of a song).	ATL 2-1 Understands Routines
Pre 3	
Questions why and/or how people are similar or different.	SS 16-1 Explores Cultures
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...”).	SS 16-2 Understands Time
Pre 4	
Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play	SS 16-1 Explores Cultures
Names city and state where he/she lives.	SS 16-3 Explores Geography
Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	SS 16-2 Understands Time

Creative Arts	
Dance - Physical	
Young Infant	
Moves body parts (e.g., sits with support).	PMP 17-1 Develops Perception & Balance
Can focus on an object and follow it with focus.	PMP 17-1 Develops Perception & Balance
Mobile Infant	
Pulls up to standing.	PMP 17-3 Develops Upper Body Strength
Sits without support.	PMP 17-1 Develops Perception & Balance
Toddler	
Moves head, arms, legs, knees, elbows, fingers, toes in isolation.	CCA 21-3 Explores Movement and Dance
Walks, runs, jumps.	PMP 17-2 Develops Lower Body Strength
Pre 3	
Explores moving all body parts in isolation.	CCA 21-3 Explores Movement and Dance
Explores cross lateral movements.	CCA 21-3 Explores Movement and Dance
Pre 4	
Explores one body part in conjunction with other body parts, balance on one foot.	CCA 21-3 Explores Movement and Dance
Skips, slides, leaps.	CCA 21-3 Explores Movement and Dance
Dance - Responding	
Young Infant	
Responds to sounds, visual images and motions.	PMP 17-1 Develops Perception & Balance
Mobile Infant	
Reacts to vocal or observed cues.	LC 7-1 Develops Receptive Communication
Responds to movement that has a beat or rhythm.	CCA 21-3 Explores Movement and Dance
Follows some observed actions.	SED 5-2 Learns from Adults
Toddler	
When asked, moves forward, backwards, up and, down.	CCA 21-3 Explores Movement and Dance
Begins to balance on one foot.	PMP 17-1 Develops Perception & Balance
Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.	PMP 17-1 Develops Perception & Balance
Pre 3	
Moves one body part in response to a simple rhythm pattern.	CCA 21-3 Explores Movement and Dance
Demonstrates the difference between still and moving.	CCA 21-3 Explores Movement and Dance

Moves over, under and around objects.	CCA 21-3 Explores Movement and Dance
Pre 4	
Dances to music with varying tempos.	CCA 21-3 Explores Movement and Dance
Creates simple rhythm patterns and is able to repeat them.	CCA 21-3 Explores Movement and Dance
Moves through combinations of pathways, straight, zigzag, diagonal, curve.	CCA 21-3 Explores Movement and Dance
Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	CCA 21-3 Explores Movement and Dance
Dance - Creating	
Young Infant	
Reaches for caregiver and objects.	PMP 17-1 Develops Perception & Balance
Mobile Infant	
Starts and stops with music cues with adult guidance.	CCA 21-3 Explores Movement and Dance
Explores bending, stretching, small and big.	CCA 21-3 Explores Movement and Dance
Toddler	
Stops and starts with music cues.	CCA 21-3 Explores Movement and Dance
Improvises movement to fast and slow music.	CCA 21-3 Explores Movement and Dance
Pre 3	
Creates high, medium and low shapes.	CCA 21-3 Explores Movement and Dance
Explores and creates patterns.	CCA 21-3 Explores Movement and Dance
Combines axial and locomotor movements together.	CCA 21-3 Explores Movement and Dance
Pre 4	
Creates movement based on imagery from pictures, books or other ideas.	CCA 21-3 Explores Movement and Dance
Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	CCA 21-3 Explores Movement and Dance
Dance - Understanding	
Young Infant	
Moves body when happy and excited.	SED 3-1 Expresses Emotion PMP 17-1 Develops Perception & Balance
Mobile Infant	
Controls some body movements.	CCA 21-3 Explores Movement and Dance

Demonstrates following simple directions.	LC 7-1 Develops Receptive Communication
Toddler	
Stops and starts with music cues.	CCA 21-3 Explores Movement and Dance
Improvises movement to fast and slow music.	CCA 21-3 Explores Movement and Dance
Pre 3	
Listens to musical cues and teacher instruction.	CCA 21-3 Explores Movement and Dance
Dances with purpose attentive to music and instruction.	CCA 21-3 Explores Movement and Dance
Pre 4	
Able to listen and carry out instruction.	CCA 21-3 Explores Movement and Dance
Able to create movement and discovery.	CCA 21-3 Explores Movement and Dance
Music – Physical	
Young Infant	
Attends to sounds.	CCA 21-2 Explores Music
Begins to make vocal sounds.	LC 7-1 Develops Receptive Communication
Mobile Infant	
Responds physically to various rhythmic patterns in sound.	CCA 21-2 Explores Music
Vocalizes in response to rhythm.	CCA 21-2 Explores Music
Toddler	
Begins to verbalize words to simple songs.	CCA 21-2 Explores Music
Pre 3	
Repeats sound and rhythm patterns.	CCA 21-2 Explores Music
Sings simple songs.	CCA 21-2 Explores Music
Pre 4	
Participates in more complex songs and involves physical movement - finger plays, chants, etc.	CCA 21-2 Explores Music
Music – Responding	
Young Infant	
Moves body to music.	CCA 21-2 Explores Music
Mobile Infant	
Identifies sources of sounds (i.e., dog, cat, car, etc.).	LC 7-1 Develops Receptive Communication
Moves to music-rhythm.	CCA 21-2 Explores Music
Toddler	

Responds to tempos presented in a variety of ways: physically, verbally, with instruments.	CCA 21-2 Explores Music
Pre 3	
Moves to traditional music: march, gallop, hop, tiptoe.	CCA 21-2 Explores Music
Pre 4	
Demonstrates movement without prompting: march, hop, tiptoe, skip.	CCA 21-2 Explores Music
Vocally repeats a note pattern using an 8 note scale.	CCA 21-2 Explores Music
Music – Creating	
Young Infant	
Demonstrates shaking or banging objects or toys.	CCA 21-2 Explores Music
Mobile Infant	
Chooses from variety of objects (instruments/toys).	CCA 21-2 Explores Music
Explores bringing objects together to make sounds.	CCA 21-2 Explores Music
Toddler	
Follows simple rhythmic patterns with musical instruments.	CCA 21-2 Explores Music
Explores simple music -concepts: tempo, music scale-up to 5 note scale.	CCA 21-2 Explores Music
Pre 3	
Repeats song patterns and rhythmic movements to music.	CCA 21-2 Explores Music
Sings 5-8 note scale.	CCA 21-2 Explores Music
Pre 4	
Creates own songs and movements, includes musical instruments.	CCA 21-2 Explores Music
Vocalizes and uses instruments in more complex music/ songs.	CCA 21-2 Explores Music
Music – Understanding	
Young Infant	
Attends to music and rhythm patterns through caregiver touch and music exposure.	CCA 21-2 Explores Music
Mobile Infant	
Follows and tracks various types of music through movement, facial expressions, verbalizes.	CCA 21-2 Explores Music

Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc).	CCA 21-2 Explores Music
Toddler	
Follows and tracks various types of music through movement, facial expressions, verbalize.	CCA 21-2 Explores Music
Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	CCA 21-2 Explores Music
Pre 3	
Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	CCA 21-2 Explores Music
Pre 4	
Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.	CCA 21-2 Explores Music
Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.	CCA 21-2 Explores Music
Acting/Theatre - Physical	
Young Infant	
Responds to sounds.	LC 7-1 Develops Receptive Communication
Expresses needs with different sounds.	LC 7-2 Develops Expressive Communication
Mobile Infant	
Imitates words.	LC 7-2 Develops Expressive Communication
Responds to another voice.	LC 7-1 Develops Receptive Communication
Follows simple directions.	LC 7-1 Develops Receptive Communication
Toddler	
Beginning to follow more complex directions.	LC 7-1 Develops Receptive Communication
Initiates conversation.	LC 7-6 Learns Conversation Structure
Asks questions to understand order of world's story.	LC 7-2 Develops Expressive Communication
Pre 3	
Recites nursery rhymes and simple songs.	LC 7-3 Develops Phonemic Awareness
Recalls familiar stories.	ATL 1-2 Develops Memory
Memorizes words in books and stories.	LC 7-4 Expands Vocabulary
Pre 4	
Takes a role in acting out a story.	CCA 21-4 Participates in Dramatic Play

Creates dialogue specific to a type of character.	CCA 21-4 Participates in Dramatic Play
Acting/Theatre - Responding	
Young Infant	
Responds to voices.	LC 7-1 Develops Receptive Communication
Repeats sounds vocally and physically.	LC 7-2 Develops Expressive Communication
Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	LC 7-3 Develops Phonemic Awareness
Mobile Infant	
Enjoys listening to stories, songs.	LC 7-3 Develops Phonemic Awareness
Understands and responds to pictures in books that create story.	LKS 8-1 Develops Early Literacy
Initiates interaction with familiar people.	SED 5-1 Bonds with Adults
Toddler	
Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	CCA 21-4 Participates in Dramatic Play
Recreates plot of familiar stories or movies.	CCA 21-4 Participates in Dramatic Play
Pre 3	
Identifies feelings - happy, sad, mad, etc.	SED 3-1 Expresses Emotion
Beginning to differentiate between real and pretend.	CCA 21-4 Participates in Dramatic Play
Participates in songs, stories, fingerplays, chants with voice and body together.	LC 7-3 Develops Phonemic Awareness
Beginning to take a role in dramatic play.	CCA 21-4 Participates in Dramatic Play
Pre 4	
Anticipates story plot and structure of story.	CCA 21-4 Participates in Dramatic Play
Assumes roles in dramatic play situations.	CCA 21-4 Participates in Dramatic Play
Interacts with others in listening and responding in dramatic role.	CCA 21-4 Participates in Dramatic Play
Demonstrates feelings with body and voice.	SED 3-1 Expresses Emotion
Acting/Theatre - Creating	
Young Infant	
Begins cooing, babbling.	LC 7-2 Develops Expressive Communication
Mobile Infant	
Uses vocal intonation.	LC 7-5 Expands Grammar and Pronunciation

Demonstrates simple character/animal sounds with motions.	CCA 21-4 Participates in Dramatic Play
Toddler	
Talks in play situations.	LC 7-2 Develops Expressive Communication
Moves inanimate objects (e.g., toy characters) in a play situation.	CCA 21-4 Participates in Dramatic Play
Changes voice, emotion, body in play situations.	CCA 21-4 Participates in Dramatic Play
Likes to wear costumes to pretend to be other than self.	CCA 21-4 Participates in Dramatic Play
Pre 3	
Follows simple instructions to recreate story and dramatic movement.	CCA 21-4 Participates in Dramatic Play
Uses costumes to disguise self and become a character in everyday environment.	CCA 21-4 Participates in Dramatic Play
Pre 4	
Dictates a story.	CCA 21-4 Participates in Dramatic Play
Repeats dialogue and movement to tell a story.	CCA 21-4 Participates in Dramatic Play
Creates roles for self and others in dramatic play situations using body and dialogue.	CCA 21-4 Participates in Dramatic Play
Uses costumes to create character with dialogue.	CCA 21-4 Participates in Dramatic Play
Creates and executes complicated plot with conflict and resolution verbally and physically.	CCA 21-4 Participates in Dramatic Play
Uses props/objects in creative ways to promote and create story	CCA 21-4 Participates in Dramatic Play
Acting/Theatre – Understanding	
Young Infant	
Listens to stories, books, etc.	LKS 8-1 Develops Early Literacy
Looks at pictures and points.	LKS 8-1 Develops Early Literacy
Recognizes songs and specific books or pictures.	LKS 8-1 Develops Early Literacy
Mobile Infant	
Responds to favorite stories.	LKS 8-1 Develops Early Literacy
Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.	LKS 8-1 Develops Early Literacy
Toddler	

Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	CCA 21-4 Participates in Dramatic Play
Recreates plot of familiar stories or movies.	CCA 21-4 Participates in Dramatic Play
Pre 3	
Creates action and verbalization with costume prompt.	CCA 21-4 Participates in Dramatic Play
Creates story with props/manipulatives.	CCA 21-4 Participates in Dramatic Play
Pre 4	
Retells stories.	CCA 21-4 Participates in Dramatic Play
Uses imagination to create dramatic roles.	CCA 21-4 Participates in Dramatic Play
Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	CCA 21-4 Participates in Dramatic Play
Critiques drama experiences and find meaning/moral in story.	CCA 21-4 Participates in Dramatic Play
Visual Arts - Physical	
Young Infant	
Responds to light, color.	CCA 21-1 Explores Art Media
Explores sensory materials.	CCA 21-1 Explores Art Media
Mobile Infant	
Scribbles with crayon.	CCA 21-1 Explores Art Media
Crawls on textures - fabric, wood, bubble wrap.	CCA 21-1 Explores Art Media
Toddler	
Grips paint brush, crayons, pipette, spray bottle.	CCA 21-1 Explores Art Media
Makes random and disordered scribbles.	CCA 21-1 Explores Art Media
Pre 3	
Begins use of scissors.	CCA 21-1 Explores Art Media
Explores with natural and recycled objects.	CCA 21-1 Explores Art Media
Pre 4	
Uses a variety of materials to create art.	CCA 21-1 Explores Art Media
Shows skill with scissors.	CCA 21-1 Explores Art Media
Visual Arts - Responding	
Young Infant	
Responds to various textures and sensory materials - fabric, water, sand, etc.	CCA 21-1 Explores Art Media

Mobile Infant	
Examines small objects and details.	CCA 21-1 Explores Art Media
Grasps objects with thumb and pointer finger.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Toddler	
Explores variety of art media: painting, gluing, printing, finger-painting, clay, etc.	CCA 21-1 Explores Art Media
Shows control of paint, brushes, markers, etc.	CCA 21-1 Explores Art Media
Pre 3	
Explores more complex art activities.	CCA 21-1 Explores Art Media
Mixes two basic shapes - abstract rather than representational.	CCA 21-1 Explores Art Media
Pre 4	
Recognizes and describes various art forms - sculpture, painting, printing.	CCA 21-1 Explores Art Media
Drawings suggest real life.	CCA 21-1 Explores Art Media
Drawings becoming better defined, more detail.	CCA 21-1 Explores Art Media
Visual Arts – Creating	
Young Infant	
Splashes water, blows bubbles.	CCA 21-1 Explores Art Media
Mobile Infant	
Explores sensory materials - non-toxic paint, finger-paint, paper, playdough, sand.	CCA 21-1 Explores Art Media
Toddler	
Explores and manipulates sensory materials.	CCA 21-1 Explores Art Media
Demonstrates self-expression with art materials.	CCA 21-1 Explores Art Media
Pre 3	
Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.	CCA 21-1 Explores Art Media
Works independently.	CCA 21-1 Explores Art Media
Pre 4	
Tells stories/works out problems with drawings.	CCA 21-1 Explores Art Media
Combines multiple media (e.g., builds sculpture then paints	CCA 21-1 Explores Art Media

sculpture; paints paper then prints on it).	
Visual Arts – Understanding	
Young Infant	
Beginning to imitate sounds.	SED 5-2 Learns from Adults
Favors objects/sensory materials.	CCA 21-1 Explores Art Media
May attach to a special object - blanket, “lovey.”	ATL 1-5 Shows Initiative
Mobile Infant	
Repeats actions, sounds, activities, etc.	CS 14-1 Solves Problems
Toddler	
Explores and manipulates sensory materials.	CCA 21-1 Explores Art Media
Demonstrates self-expression with art materials.	CCA 21-1 Explores Art Media
Pre 3	
Mixes colors to create a new color.	CCA 21-1 Explores Art Media
Names shapes.	CM 12-1 Learns Shapes & Sizes
Pre 4	
Demonstrates understanding of art vocabulary and concepts.	CCA 21-1 Explores Art Media
Discusses own artistic creations and those of others.	CCA 21-1 Explores Art Media

DISCLAIMER:

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