

The Kansas Early Learning Standards are statements describing the expectations for skills and knowledge that young children, ages birth through five, should know and be able to do as a result of participating in high quality early childhood programs. This provides the foundation for future success in Kindergarten and later in life. The standards are an extension of the developmental domains and foundational skills described in the “Ages Pages” in Section II of this document and specify developmental content areas addressed in early childhood programs striving for quality. In addition the Kansas Early Learning Standards are closely linked with the Kansas State Department of Education’s K-12 content standards promoting continuity between early childhood and primary grade (K-3rd) programs.

The Kansas Early Learning Standards include eight developmental content areas:

- 1: Physical Development
- 2: Social Emotional Development
- 3: Communication & Literacy
- 4: Approaches to Learning
- 5: Science
- 6: Mathematical Knowledge
- 7: Social Studies
- 8: Fine Arts

Each developmental content area is further organized into standards, benchmarks, and indicators.

In some cases, an indicator for children younger than 3 years may not be listed under a benchmark. Very young children have a smaller repertoire of skills and therefore indicators are not always appropriate and/or do not apply to this age range. A logo “✿” will be used to indicate where there is not an age appropriate indicator.

Every attempt was made to limit the number of standards, benchmarks, and indicators in order to keep the document useful and manageable. Therefore, standards, benchmarks, and indicators are only listed in one developmental content area although in some instances certain behaviors and skills apply to many developmental content areas.



Standard: A general statement within a developmental content area, that represents the information, skills, or both that a child should know or be able to do.

Developmental/Content Area: Social-Emotional Development

SE Standard 1: Exhibits sense of self

SE Benchmark 1.1: can differentiate between themselves and others

Benchmark: A subcomponent of a standard and therefore a more specific statement of what the child should know and be able to do. Benchmarks are used to measure a child's progress toward meeting the standard. There can be many benchmarks under a standard.

Developmental Continuum Indicators

- YI 1: Smiles and shows pleasure when talked to
- MI 1: Uses words that express belonging ("mine, me")
- T 1: Uses some personal pronouns when referring to others such as 'you', 'he', and 'she'
- T 2: Expresses wants and needs, likes, & dislikes
- Pre3 1: Describes personal attributes (e.g. name, boy, girl, taller, shorter, what they look like, what they possess)
- Pre4 1: Takes pride in personal accomplishments

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Indicator: Example behaviors of knowledge or skills children might demonstrate at different levels of development in order to meet the benchmark. (See Section II, Pg II-15 for listing of age levels)

The Kansas Early Learning Standards reflect a wide range of abilities and expectations while at the same time creating a common language from which parents and professionals can discuss children's capabilities and accomplishments, providing a framework for accountability. The use of these standards will ultimately improve instruction for our youngest learners in Kansas.

Using the Kansas Early Learning Standards as a reference point allows early care and education professionals to improve instructional planning and teaching through alignment of curriculum and other learning activities, providing both uniformity and flexibility. The standards set the stage for developing or selecting a curriculum by establishing the critical pieces of knowledge and skills that should be taught. The standards do not take the place of a curriculum. Curriculum is the organized, planned content of learning. It identifies a sequence of skills or knowledge that a child may exhibit and is structured around a philosophy regarding how children learn. Instructional strategies and methods are used to teach the specified content.

Additionally, the Kansas Early Learning Standards set the stage for meaningful and appropriate assessment by establishing those critical pieces of knowledge and skills that young children know as a result of participating in a high quality program. This section provides valuable information on what needs to be assessed. Some general guidance on assessment practices and procedures is provided in Section V: How to Use the Kansas Early Learning Standards. Given the multitude of ways in which information can be gathered, the selection of procedures and tools for assessment and planning is left to the discretion of early care and education professionals and parents.

Finally, the Kansas Early Learning Standards set the stage for quality programming for ALL children. The Individuals with Disabilities Act (IDEA) of 2004 guarantees young children with disabilities full access to early childhood programs and the general early childhood curriculum. These standards reflect the framework from which the general curriculum is aligned and therefore provide the starting point from which individual adaptations or modifications can be created to meet the special needs of any child.



Developmental/Content Area: Physical Health and Development

PHD Standard 1: Develops Gross Motor Skills

PHD Benchmark 1.1: Moves body with control and balance (spatial awareness and coordination)

Developmental Continuum Indicators

YI 1: Rolls from stomach to back
YI 2: Supports self on hands with arms extended and head at 90 degrees
YI 3: Sits steadily unsupported
YI 4: Rocks forward and backward while on hands and knees

MI 1: Creeps up/down stairs
MI 2: Pulls self to standing position
MI 3: Takes independent steps

T 1: Squats in play
T 2: Runs swiftly

Pre3 1: Balances on one foot
Pre3 2: Hops on one foot

Pre4 1: Runs around obstacles, turns corners

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Developmental/Content Area: Physical Health and Development

PHD Standard 1: Develops Gross Motor Skills

PHD Benchmark 1.2: Coordinates movements in space to accommodate objects and boundaries

Developmental Continuum Indicators	YI 1: Swipes at objects YI 2: Reaches YI 3: Crawls through and around objects
	MI 1: Throws ball and other objects independently MI 2: Turns objects with hand MI 3: Pushes/pulls toys
	T 1: Catches a ball with both hands T 2: Dances
	Pre3 1: Steers wheeled toys Pre3 2: Kicks a large ball
	Pre4 1: Moves body into position to catch a ball, and then throws the ball in the right direction

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Developmental/Content Area: Physical Health and Development

PHD Standard 2: Develops Fine Motor Skills

PHD Benchmark 2.1: Moves small muscles with purpose and coordination

Developmental Continuum Indicators

- YI 1: Transfers objects from one hand to the other
- YI 2: Grasps objects using entire hand
- MI 1: Picks up objects between thumb and finger (pincer grasp)
- MI 2: Experiments with grasp using a variety of writing tools
- T 1: Turns pages of a book, one at a time
- T 2: Holds pencils/crayons between thumb and first two fingers (tripod grasp)
- Pre3 1: Cuts out simple shapes
- Pre3 2: Draws and paints with some detail
- Pre3 3: Manages large buttons and zippers
- Pre4 1: Reproduces some shapes and letters with writing utensils
- Pre4 2: Grasps scissors with thumb on top

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Developmental/Content Area: Physical Health and Development

PHD Standard 3: Demonstrates behaviors that promote good health

PHD Benchmark 3.1: Exhibits healthy eating habits

Developmental Continuum Indicators	YI 1:	Uses tongue and lips to take in and swallow solid foods and liquids
	YI 2:	Establishes a sleeping and eating pattern
	MI 1:	Helps to feed self, holding spoon or cup with assistance
	T 1:	Drinks from cup and/or spoon
	T 2:	Bites and chews hard and chewy foods
	Pre3 1:	Eats with fork and/or spoon
	Pre3 2:	Transfers food and liquid between containers (e.g., serve self during family meals)
	Pre4 1:	Identifies different food groups
	Pre4 2:	Able to scoop food from large bowl to own plate (e.g., serve self during family meals)

PHD Benchmark 3.2: Follows safety rules/precautions

Developmental Continuum Indicators	YI 1:	Shows preference for major caregiver
	MI 1:	Demonstrates some attempt to self-regulate when assisted (walk, soft voice, gentle touch)
	T 1:	Alerts adults to potential harmful conditions/situations
	Pre3 1:	Knows common safety rules that have been discussed
	Pre3 2:	Behaves appropriately during emergency evacuation drills
	Pre4 1:	Recognizes warning symbols and communicates their meaning (e.g., red light, stop sign, poison symbol, etc.)

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Developmental/Content Area: Physical Health and Development

PHD Standard 3: Demonstrates behaviors that promote good health

PHD Benchmark 3.3: Practices personal hygiene

Developmental Continuum Indicators

YI 1: Signals need by crying (wet, hungry, tired, hurt...)

MI 1: Indicates when pants are wet and needs to be changed

T 1: Washes hands and face with assistance

Pre3 1: Takes care of own toileting needs

Pre4 1: Washes and dries hands before eating and after toileting

Pre4 2: Brushes teeth independently after meals

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Developmental/Content Area: Social-Emotional Development

SE Standard 1: Exhibits sense of self

SE Benchmark 1.1: Can differentiate between themselves and others

Developmental Continuum Indicators

YI 1: Smiles and shows pleasure when talked to

MI 1: Uses words that express belonging (“mine, me”)

T 1: Uses some personal pronouns when referring to others (e.g. “you”, “he”, “she”)

T 2: Expresses wants and needs, likes, and dislikes

Pre3 1: Describes personal attributes (e.g. name, boy, girl, taller, shorter, what they look like, what they possess)

Pre4 1: Indicates pride in personal accomplishments

SE Benchmark 1.2: Knows personal information

Developmental Continuum Indicators

YI 1: Recognizes and responds to own name

MI 1: Points to self & family members when named

T 1: Provides name of self and family members (mom, dad)

Pre3 1: Knows name and gender

Pre4 1: Shares personal experiences with others

Pre4 2: Knows personal information in addition to own name

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Developmental/Content Area: Social-Emotional Development

SE Standard 2: Develops positive social relationships

SE Benchmark 2.1: Shows attachment and emotional connections toward others

Developmental Continuum Indicators

YI 1: Seeks attention and contact with people (e.g. lifts arms to be picked up)

YI 2: Vocalizes in response to social contact and sounds produced by others

MI 1: Looks to adults for attention or help

T 1: Expresses affection for others

T 2: Feels distress/joy when peers are distressed/happy

Pre3 1: Encourages or praises peers

Pre4 1: Offers to help others who may be in distress (crying, frowning, looking confused)

SE Benchmark 2.2: Seeks and maintains friendships

Developmental Continuum Indicators

YI 1: Shows preference for familiar adults

MI 1: Enjoys and participates in simple games such as “peek a boo” and “bye-bye”

T 1: Positively greets and responds to greetings of others

T 2: Plays with boys and girls

Pre3 1: Expresses interests, acceptance, affection to others

Pre3 2: Plays with different friends each day

Pre4 1: Demonstrates an understanding of what it means to be a friend (someone who cares, listens, shares ideas, trustworthy, provides comfort)

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Developmental/Content Area: Social-Emotional Development

SE Standard 3: Develops self-control and personal responsibility

SE Benchmark 3.1: Demonstrates an understanding of simple rules and limitations

Developmental Continuum Indicators

YI 1: Establishes sleep/wake patterns

MI 1: Adheres to simple rules with support

T 1: Asserts independence appropriately with support
T 2: Transitions the new or different activities with adult support

Pre3 1: Follows rules and simple directions
Pre3 2: Takes turns (e.g. using things, sharing, expressing self or getting own way)

Pre4 1: Adapts behavior appropriate to different environments
Pre4 2: Copes with frustration

SE Benchmark 3.2: Recognizes, expresses and copes with feelings appropriately

Developmental Continuum Indicators

YI 1: Expresses comfort/discomfort
YI 2: Is comforted when held by familiar adult or caregiver

MI 1: Calms self

T 1: Can verbally label basic emotions (happy, mad, sad)
T 2: Accepts changes in the daily routine

Pre3 1: Describes situations which can elicit various emotions (e.g. tells a story that is supposed to make listener sad)

Pre4 1: Understands which forms of emotional expression are acceptable for a given environment (e.g. when to laugh, cry, talk quietly)

Pre4 2: Accepts consequences for own actions

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Developmental/Content Area: Social-Emotional Development

SE Standard 4: Participates in large and small group activities

SE Benchmark 4.1: Responds appropriately during group activities

Developmental Continuum Indicators

YI 1:	See SE2.1 YI 1 🌟
MI 1:	🌟
T 1:	Identifies self as part of a group (i.e. with the girls/boys)
Pre3 1:	Provides individual and choral responses when appropriate (e.g. listens to a story and repeats lines or words with the group)
Pre3 2:	Remains quiet while others are speaking
Pre4 1:	Answers questions that are relevant to the activity or conversation
Pre4 2:	Listens while others are speaking

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Developmental/Content Area: Social-Emotional Development

SE Standard 5: Demonstrates imagination and creativity in play

SE Benchmark 5.1: Engages in various levels of play

Developmental Continuum Indicators

YI 1: Explores objects and play material through the senses (e.g. mouths toys; watches mother)

MI 1: Engages in exploratory play (e.g. spends time holding, turning, playing with various toys or materials)

T 1: Engages in functional and relational play by using objects in play for the purpose for which they were intended (e.g. brush for brushing hair, cup for drinking, pushes cars)

Pre3 1: Engages in constructive play by manipulating objects or materials for the purpose of constructing or creating something (e.g. builds a fence with blocks, makes a snake out of clay)

Pre4 1: Engages in dramatic play (e.g. plays house, builds firehouse with blocks)

SE Benchmark 5.2: Engages in play with others

Developmental Continuum Indicators

YI 1: Smiles, laughs at physical games and anticipated actions of objects

MI 1: Engages in parallel play – i.e. plays near, but not with others

T 1: Occasionally assumes various roles during play with others

Pre3 1: Creates and occasionally coordinates play with others

Pre4 1: Plays games with simple rules (e.g. musical chairs or red light green light)

Pre4 2: Collaborates with others to carry out a play theme (e.g. hospital or grocery store)

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Developmental/Content Area: Communication and Literacy

CL Standard 1: Uses language in many different ways

CL Benchmark 1.1: Uses gestures, movements, or vocalizations to initiate interactions or to get needs met

Developmental Continuum Indicators

- YI 1: Makes sound to gain attention of a familiar person
- YI 2: Uses different cries to signal various needs
- MI 1: Uses pre-verbal gestures and sounds to interact (e.g. waves, shakes head no, reaches to be lifted up)
- T 1: Uses some personal pronouns when referring to others (e.g. “you”, “he”, “she”)
- T 2: Expresses wants and needs, likes, and dislikes
- Pre3 1: Uses simple pronouns (I, me, you, mine, he, she)
- Pre4 1: Uses four to seven-word sentences

CL Benchmark 1.2: Uses language to communicate ideas and feelings

Developmental Continuum Indicators

- YI 1: Coos, gurgles, smiles in response to stimulation
- MI 1: Plays simple imitation games (e.g. “pattycake”)
- T 1: Has a 20+ word vocabulary
- T 2: Uses words to label actions
- Pre3 1: Uses 300+ words including some descriptive words
- Pre3 2: Talks about actions of others
- Pre4 1: Uses personal experiences, knowledge, and/or feelings when speaking
- Pre4 2: Uses third person singular and irregular plurals

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Developmental/Content Area: Communication and Literacy

CL Standard 1: Uses language in many different ways

CL Benchmark 1.3: Uses language to solve problems

Developmental Continuum Indicators

YI 1: Reacts to facial expressions of adults

MI 1: Shakes head for “no”

T 1: Asks questions using inflection and intonation

Pre3 1: Asks ‘who’, ‘why’ and ‘where’ questions

Pre3 2: Asks for desired objects or assistance

Pre4 1: Asks questions to increase understanding including “how” questions

Pre4 2: Asks for help as needed.

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Developmental/Content Area: Communication and Literacy

CL Standard 2: Observes and responds to communication


CL Benchmark 2.1: Responds to the verbal and non-verbal communication of others


Developmental Continuum Indicators

- YI 1: Imitates the sound, facial expression, or gesture of another person
- MI 1: See CL 1.2 MI 1 
- T 1: Answers simple questions with actions or one or two words
- T 2: Follows simple directions
- Pre3 1: Understands commands involving one object or action
- Pre3 2: Answers simple questions dealing with familiar objects or events
- Pre4 1: Answers appropriately when asked what to do if tired, cold, hungry
- Pre4 2: Completes simple verbal analogies (e.g. A daddy is big, a baby is _____(small))

CL Benchmark 2.2: Communicates in home language and is understood by others

Developmental Continuum Indicators

- YI 1: Smiles at faces
- MI 1: See CL 1.1 MI 1 
- T 1: Sustains a short conversation with another person
- Pre3 1: Uses most parts of speech in short, mostly correct sentences, combining four to five words
- Pre3 2: Beginning to apply word endings correctly
- Pre4 1: Uses complex sentences to communicate
- Pre4 2: Uses vocabulary related to the subject and stays on topic

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Developmental/Content Area: Communication and Literacy

CL Standard 3: Demonstrates early reading skills



CL Benchmark 3.1: Listens to reading materials with interest and enjoyment


Developmental Continuum Indicators

- YI 1: Gazes at pictures in books and pats individual pictures
- YI 2: Sits on adult's lap while adult reads books
- MI 1: Sustains attention for short periods of time while being read a story
- T 1: Asks and answers questions that are relevant to the story being read
- Pre3 1: Can identify favorite story(s)
- Pre4 1: Pretends to read easy or predictable books

CL Benchmark 3.2: Demonstrates knowledge of the alphabet

Developmental Continuum Indicators

- YI 1: 
- MI 1: 
- T 1: Recognizes some letters of the alphabet
- Pre3 1: Recognizes some letters and words in print
- Pre4 1: Identifies some known letters of the alphabet in familiar and unfamiliar words

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Developmental/Content Area: Communication and Literacy

CL Standard 3: Demonstrates early reading skills


CL Benchmark 3.3: Demonstrates emergent phonemic/phonological awareness


Developmental Continuum Indicators

- YI 1: Turns toward speaker or loud sound
- MI 1: Imitates some consonants and inflections
- T 1: Shows awareness of beginning sounds in words
- Pre3 1: Recognizes matching sounds and rhymes in familiar words or words in songs
- Pre3 2: Recognizes sounds that match
- Pre4 1: Produces rhyming words
- Pre4 2: Discriminates separate syllables in words
- Pre4 3: Makes some letter-sound connections
- Pre4 4: Identifies some beginning and ending sounds in words

CL Benchmark 3.4: Exhibits book handling skills

Developmental Continuum Indicators

- YI 1: 
- MI 1: Recognizes some books by the cover
- MI 2: Randomly points to familiar pictures in a book
- T 1: Holds a book right side up to look at pictures
- Pre3 1: Holds a book and looks at one page at a time
- Pre3 2: Looks at pages of a book left to right
- Pre4 1: Points to words in a book or runs finger along text from top to bottom while pretending to read
- Pre4 2: Knows that books have titles, authors, and often illustrators


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Developmental/Content Area: Communication and Literacy

CL Standard 3: Demonstrates early reading skills

CL Benchmark 3.5: Develops/comprehends stories

Developmental Continuum Indicators

- YI 1: 
- MI 1: Listens to stories being read
- T 1: Sustains attention to a story being read
- T 2: Draws meaning from pictures, print, and text
- Pre3 1: Acts out main events of a familiar story
- Pre3 2: Uses pictures and illustrations to tell and retell a story
- Pre4 1: Recalls information and sequence of a story (e.g. setting, characters, events)
- Pre4 2: Tells stories based on personal experiences, imagination, dreams, and/or stories from books
- Pre4 3: Tells stories with a beginning, middle and end

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Developmental/Content Area: Communication and Literacy

CL Standard 4: Demonstrates emergent writing skills

CL Benchmark 4.1: Demonstrates an understanding that the purpose of writing is communication

Developmental Continuum Indicators

YI 1:	✳
MI 1:	✳
T 1:	Recognizes labels in the classroom
Pre3 1:	Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation of oral stories)
Pre4 1:	Recognizes that print represents spoken words (i.e., first name in print, environmental labels)

CL Benchmark 4.2: Demonstrates an understanding of the basic concepts and conventions of print

Developmental Continuum Indicators

YI 1:	✳
MI 1:	✳
T 1:	Shows beginning control of drawing and writing tools
Pre3 1:	Demonstrates an understanding that letters are combined to make words
Pre3 2:	Knows how print is read (left to right, top to bottom, front to back)
Pre4 1:	Demonstrates an understanding that words are separated by spaces
Pre4 2:	Demonstrates an understanding that once an oral message is written it reads the same way every time (recognizes signs, messages from the teacher)

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Developmental/Content Area: Communication and Literacy

CL Standard 4: Demonstrates emergent writing skills

CL Benchmark 4.3: Uses writing as a means of expression/communication

Developmental Continuum Indicators

YI 1:	✿
MI 1:	✿
T 1:	Scribbles as if writing
Pre3 1:	Writes or draws; separated scribbles, shapes, pictures, to convey a story.
Pre3 2:	Demonstrates an understanding that drawings can represent ideas, stories or events
Pre4 1:	Writes some recognizable letters
Pre4 2:	Copies or writes familiar words

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Developmental/Content Area: Approaches to Learning

ATL Standard 1: Demonstrates positive approaches to learning

ATL Benchmark 1.1: Demonstrates enthusiasm and persistence

Developmental Continuum Indicators

- YI 1: Explores the environment through senses
- MI 1: Demonstrates curiosity (e.g. dumps objects from container, finds objects that have been put out of reach)
- T 1: Selects new as well as familiar activities
- Pre3 1: Attends to a familiar task with minimal adult prompting
- Pre4 1: Persists when trying to complete a task after many attempts have failed
- Pre4 2: Works to achieve a goal

ATL Benchmark 1.2: Demonstrates positive work habits

Developmental Continuum Indicators

- YI 1: Reaches for toys that are out of reach, but visible
- MI 1: Persists in attempts to reach objects or persons
- T 1: Follows familiar routines with assistance
- Pre3 1: Manages transitions between one activity to the next
- Pre4 1: Uses classroom materials purposefully and respectfully
- Pre4 2: Returns materials and toys to designated locations

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Developmental/Content Area: Science

SCI Benchmark 1.1: Demonstrating an understanding of the process of scientific inquiry and logical thinking

SCI Benchmark 1.1: Demonstrates inquiry skills including problem-solving and decision making

Developmental Continuum Indicators

- YI 1: Occasionally uses simple problem-solving to reach objects (e.g. pulls on blanket on which object lies)
- MI 1: Initiates actions (e.g. banging on pots/pans)
- T 1: Demonstrates an understanding of basic cause and effect
- T 2: Searches briefly for hidden objects
- Pre3 1: Makes observations and communicates findings with others (e.g. "look this tree has big, green leaves)
- Pre3 2: Tries alternative solutions to problems
- Pre4 1: Answers questions and/or tests predictions using simple experiments (e.g. cracking a nut to look inside)
- Pre4 2: Asks/answers questions about objects, organisms, and events in their environment

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Developmental/Content Area: Science

SCI Standard 2: Demonstrates knowledge of the fundamental concepts, principles and interconnections of the life, physical, and space sciences

SCI Benchmark 2.1: Demonstrates an understanding of the basic properties of living and non living things

Developmental Continuum Indicators

- YI 1: Explores objects with hands and mouth
- MI 1: Names familiar objects, animals, body parts (e.g. arm, hand)
- T 1: Shows interest in living things (e.g. animals, plants)
- Pre3 1: Acquires and uses basic vocabulary for plants, animals and humans (e.g. some names of parts, characteristics)
- Pre4 1: Demonstrates understanding that living things exist in different environments (e.g. fish can live in the ocean because they can breathe under water)

SCI Benchmark 2.2 Knows and applies concepts that describe how living things interact with each other and with their environment

Developmental Continuum Indicators

- YI 1: Recognizes familiar people and objects
- MI 1: Explores living and non-living things (e.g. plays with toys; babbles to parent or other person)
- T 1: Demonstrates an understanding that people need food and water to live
- Pre3 1: Understands that living things need air, water and food
- Pre4 1: Describes simple life cycles of different living things (e.g. plants, animals)

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Developmental/Content Area: Mathematical Knowledge

MK Standard 1: Demonstrates understanding of number concepts and numerical operations

MK Benchmark 1.1 Demonstrates understanding of numbers

Developmental Continuum Indicators

YI 1: Holds small object in one hand while reaching toward another object

MI 1: Signs for more (understands “more”)

T 1: Rote counts to 3
T 2: Names numbers but not in sequence

Pre3 1: Spontaneously counts for own purposes
Pre3 2: Demonstrates understanding of more and less

Pre4 1: Demonstrates an understanding that the last number spoken represents the entire set (i.e., counts five blocks on the table and says, “There are five blocks.”)
Pre4 2: Rote counts to 10

MK Benchmark 1.2: Demonstrates an understanding of number computation

Developmental Continuum Indicators

YI 1: 


MI 1: Fills containers of different sizes with objects, then dumps them out (e.g. buckets, baskets)

T 1: Matches large pegs to holes

Pre3 1: Demonstrates an understanding that a single object is always “one” regardless of size, shape and other attributes

Pre4 1: Adds two groups of concrete objects by counting the total (e.g. three blue pegs, three yellow pegs, six pegs altogether)

Pre4 2: Subtracts one group of concrete objects from another by taking some away and then counting the remainder (e.g., “I have four carrot sticks, I’m eating one! Now I have three”)

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 = no age indicator

Developmental/Content Area: Mathematical Knowledge

MK Standard 1: Demonstrates understanding of number concepts and numerical operations

MK Benchmark 1.3 Understands number concepts

Developmental Continuum Indicators

YI 1:	✱
MI 1:	Demonstrates understanding of “all gone”
T 1:	Demonstrates an understanding of ‘more’ in reference to food or play
Pre3 1:	Recognizes whole/part concept related to concrete objects
Pre4 1:	Estimates amounts
Pre4 2:	Identifies positions as first and last

MK Benchmark 1.4 Develops knowledge of sequence and temporal awareness

Developmental Continuum Indicators

YI 1:	Creates own pattern of self regulation, eating and wakeful play
MI 1:	Constructs a sense of time through participation in daily activities
T 1:	Follows known routines
Pre3 1:	Describes the sequence of daily events (e.g. “We will go outside after snack time.”).
Pre4 1:	Uses language associated with time in everyday situations (e.g. “I go swimming after lunch”)

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Developmental/Content Area: Mathematical Knowledge

MK Standard 2: Demonstrates an understanding of patterns and relationships (Algebra)

MK Benchmark 2.1: Uses the attributes of objects for comparison and patterning

Developmental Continuum Indicators

- YI 1: Attends to most faces and voices
- MI 1: Differentiates between familiar and unfamiliar persons
- T 1: Groups two or more objects by one attribute (e.g. shape, color, size)
- Pre3 1: Recognizes, describes, compares, and names common objects by one or more attributes
- Pre3 2: Describes an object by characteristics it does or does not possess (e.g. "This button doesn't have holes.")
- Pre4 1: Uses blocks, beads or other materials to make or extend patterns
- Pre4 2: With adult direction, uses standard and nonstandard measurement units (e.g. measuring body length with unifix cubes, counting number of cups to fill a bucket with water)

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Developmental/Content Area: Mathematical Knowledge

MK Standard 3: Demonstrates an understanding of geometric and spatial sense

MK Benchmark 3.1 Recognizes and describes spatial relationships

Developmental Continuum Indicators

- YI 1: Exhibits some sense of size, color, and shape recognition of objects in immediate environment
- MI 1: Uses trial and error strategies to fit objects together
- T 1: Demonstrates an understanding of simple location/position words (e.g. under, in, out)
- Pre3 1: Uses actions and words to indicate position (e.g. over, inside), location (close, far away), or movement (fast, slow)
- Pre4 1: Demonstrates an understanding of directionality, order and position (e.g. up/down, before/after, first and last)

MK Benchmark 3.2 Recognizes geometric shapes and their attributes

Developmental Continuum Indicators

- YI 1: Visually prefers items of high contrast (black and white); circles, and moving objects
- MI 1: Explores geometric shapes through manipulating objects (e.g. blocks, containers, other objects)
- T 1: Places simple shapes in form boards and puzzles
- Pre3 1: Identifies basic shapes in the environment (e.g. circle, square, triangle)
- Pre4 1: Uses shapes (e.g. blocks) separately or in combination to produce pictures and objects

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Developmental/Content Area: Social Studies

SS Standard 1: Demonstrates an understanding of basic economic concepts

SS Benchmark 1.1 Demonstrates a beginning understanding of trade as an exchange of goods and services

Developmental Continuum Indicators

- YI 1: Demonstrates beginning awareness of objects in environment
- MI 1: Identifies objects as “mine”
- T 1: Shares with others and take turns with adult guidance
- Pre3 1: Trades or exchanges materials or objects with others
- Pre3 2: Discriminates between ‘yours’ and ‘mine’
- Pre4 1: Demonstrates an understanding that money can be exchanged for goods and services.

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Developmental/Content Area: Social Studies

SS Standard 2: Demonstrates an understanding of basic geographic concepts

SS Benchmark 2.1: Demonstrates an understanding of the relationships between people and places.

Developmental Continuum Indicators

YI 1:	✿
MI 1:	Demonstrates an understanding that objects and persons exist when not in sight
T 1:	Talks about objects and people in familiar environments (e.g. house, grocery store)
Pre3 1:	Creates representations of familiar places through various materials. (e.g. build a fire station with blocks, draw a picture of home)
Pre4 1:	Creates simple “maps” or drawings of familiar places.
Pre4 2:	Matches objects to usual locations (e.g. tree in a park; bed in bedroom)

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Developmental/Content Area: Fine Arts

FA Standard 1: Demonstrates creativity through the arts


FA Benchmark 1.1: Demonstrates self expression and appreciation for music


Developmental Continuum Indicators

- YI 1: Attends to voices, music, and other sounds in environment
- MI 1: Initiates sounds from musical toys (e.g. push toys, toys that make sounds/music)
- MI 2: Coos, babbles, hums rhythmically
- T 1: Attempts to sing along with simple songs (e. g., imitates some sounds, actions or words)
- Pre3 1: Sings along with others
- Pre3 2: Requests preferred songs
- Pre4 1: Uses a variety of musical instruments

FA Benchmark 1.2: Demonstrates self expression through dance and

Developmental Continuum Indicators

- YI 1:  See FA1.1 YI 1
- MI 1: Sways or “dances” to music
- T 1: Attempts to move to the beat of music
- Pre3 1: Explores different ways of body movement with and without music
- Pre4 1: Responds to changes in tempo (e.g. moving slowly or quickly, on tiptoes to soft music, gliding to a waltz).

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Developmental/Content Area: Fine Arts

FA Standard 1: Demonstrates creativity through the arts

FA Benchmark 1.3: Demonstrates self expression and appreciation for visual arts

Developmental Continuum Indicators

- YI 1: Attends to designs with contrast
- MI 1: Prefers complexity in designs over simple contrast
- T 1: Explores a variety of art media and processes (e.g. finger/brush painting, cutting, gluing, etc)
- Pre3 1: Plans and works independently to create own art representations
- Pre4 1: Recognizes and describes various art forms (e.g. photographs, sculpture, painting)

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