

Alignment of

KANSAS'S

Early Learning Standards

with

The Carolina Curriculum for Infants and Toddlers
with Special Needs, Third Edition

and

The Carolina Curriculum for Preschoolers with
Special Needs, Second Edition

Products of

BROOKES
PUBLISHING CO.®

1-800-638-3775

www.brookespublishing.com

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills

Level

Domain

The Carolina Curriculum Sequence, Item

Approaches to Learning (ATL)

Persistence and Engagement in Learning			
Engagement and Attention			
<i>Young Infant</i>			
ATL.i.1: Demonstrates awareness of happenings and surroundings.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills a. Smiles to auditory and tactile stimulation
ATL.i.2: Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills c. Smiles at familiar person e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language k. Laughs or smiles at adults who are engaging in unexpected behaviors s. Responds appropriately to social contact made by familiar adults
ATL.i.3: Shows interest in other children.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills i. Shows an interest in other children—tries to attract their attention through eye gaze, smiles, and vocalizations
<i>Mobile Infant</i>			
ATL.mi.1: Focuses on an activity, but is easily distracted.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility e. Entertains self with toys for short periods of time
		Cognition	5. Attention & Memory: Visual/Spatial a. Visually fixates for at least 3 seconds b. Visually tracks object horizontally (from side to side) c. Visually tracks object vertically (from head to stomach) d. Visually tracks object in a circle e. Gaze lingers where object or person disappears
ATL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills g. Participates in simple games
ATL.mi.1: Focuses on an activity, but is easily distracted.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility e. Entertains self with toys for short periods of time

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
		Cognition	5. Attention & Memory: Visual/Spatial <ul style="list-style-type: none"> a. Visually fixates for at least 3 seconds b. Visually tracks object horizontally (from side to side) c. Visually tracks object vertically (from head to stomach) d. Visually tracks object in a circle e. Gaze lingers where object or person disappears
<i>Toddler</i>			
ATL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility <ul style="list-style-type: none"> e. Entertains self with toys for short periods of time
		Cognition	5. Attention & Memory: Visual/Spatial <ul style="list-style-type: none"> a. Visually fixates for at least 3 seconds b. Visually tracks object horizontally (from side to side) c. Visually tracks object vertically (from head to stomach) d. Visually tracks object in a circle e. Gaze lingers where object or person disappears
ATL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills <ul style="list-style-type: none"> o. Plays alongside other children (some exchange of toys)
ATL.t.3: Continues to play when a caregiver leaves the area.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility <ul style="list-style-type: none"> i. Plays alone with toys for 15 minutes
<i>Pre 3</i>			
ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	Preschoolers	Personal-Social	2. Interpersonal Skills <ul style="list-style-type: none"> a. Negotiates with peers about toys (may trade) b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)
ATL.p3.2: Ignores distractions briefly when engrossed in an activity.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility <ul style="list-style-type: none"> b. Plays comfortably in a small group of children
ATL.p3.3: Remembers and follows one or two step directions.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility <ul style="list-style-type: none"> e. Follows rules given by adults for new activities or simple games 2. Interpersonal Skills <ul style="list-style-type: none"> a. Negotiates with peers about toys (may trade) b. Shows awareness of social standards (e.g., wants

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			clothes changed when dirty, brings broken toys to be fixed) f. Requests permission
Pre 4			
ATL.p4.1: Sustains attention to task despite distractions.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility b. Plays comfortably in a small group of children
ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility j. Responds appropriately to instructions given in a small group
		Cognition	5. Attention & Memory: Visual/Spatial g. Remembers incidental information k. Describes from memory visual characteristics of familiar objects
Kindergarten			
No specific standards.	N/A	N/A	N/A
Persistence			
Young Infant			
ATL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills h. Repeats activity that elicits laughter from observer(s)
		Cognition	8. Problem Solving/Reasoning c. Repeats activities that produce interesting results
ATL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the ‘pick it up’ game).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills h. Repeats activity that elicits laughter from observer(s)
		Cognition	8. Problem Solving/Reasoning c. Repeats activities that produce interesting results e. Persists in efforts to obtain an object or create an effect f. Repeats activities that elicit interesting reactions from others
ATL.mi.4: Executes simple 2-step plan (i.e., means-to-end task).	Infants & Toddlers	Cognition	8. Problem Solving/Reasoning e. Persists in efforts to obtain an object or create an effect f. Repeats activities that elicit interesting reactions from others k. Plays with a variety of toys to produce effects

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
<i>Toddler</i>			
ATL.t.4: Engages in self-initiated activities for a sustained period of time.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills j. Initiates playing games
ATL.t.5: Returns to an activity after being distracted.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility e. Entertains self with toys for short periods of time 2. Interpersonal Skills j. Initiates playing games
<i>Pre 3</i>			
ATL.p3.4: Practices an activity many times until successful.	Preschoolers	Personal-Social	2. Interpersonal Skills b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)
<i>Pre 4</i>			
ATL.p4.3: Stays with a task for at least five minutes.	Preschoolers	Personal-Social	2. Interpersonal Skills b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)
ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end.	Preschoolers	Personal-Social	2. Interpersonal Skills b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)
ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.	Preschoolers	Personal-Social	2. Interpersonal Skills b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) p. Negotiates conflicts verbally
<i>Kindergarten</i>			
No specific standards.	N/A	N/A	N/A
Initiative			
Curiosity and Initiative			
<i>Young Infant</i>			
ATL.i.5: Shows preferences for certain toys or activities.	Infants & Toddlers	Communication	14. Conversation Skills b. Provides consistent signals for states of hunger, distress, and pleasure c. Protests by vocalizing disapproval of actions and/or events

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
		Personal-Social	3. Self-Concept c. Makes choices
ATL.i.6: Lifts arms toward caregiver to be picked up; explores own fingers and toes.	Infants & Toddlers	Communication	14. Conversation Skills p. Raises arms to be picked up
<i>Mobile Infant</i>			
ATL.mi.5: Explores the environment through a variety of senses.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility k. Explores
ATL.mi.6: Chooses toys/things for play.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility h. Gets toys to play with from a box or shelf of toys 3. Self-Concept c. Makes choices
<i>Toddler</i>			
ATL.t.6: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sand box to fill a hole).	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility k. Explores
		Cognition	8. Problem Solving/Reasoning e. Persists in efforts to obtain an object or create an effect
ATL.t.7: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.	Infants & Toddlers	Communication	14. Conversation Skills s. Uses words or signs to express wants
		Personal-Social	3. Self-Concept c. Makes choices
ATL.t.8: Asks questions about items/objects.	Infants & Toddlers	Communication	14. Conversation Skills ee. Asks simple questions with a vocalization or gesture ff. Asks yes/no questions with appropriate inflection
<i>Pre 3</i>			
ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	Preschoolers	Cognition	7. Symbolic Play f. Uses materials to construct other objects 8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work
ATL.p3.6: Initiates play with other children.	Preschoolers	Personal-Social	2. Interpersonal Skills aa. Asserts self in socially acceptable ways
ATL.p3.7: Explores, practices, understands	Preschoolers	Personal-Social	2. Interpersonal Skills

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
social roles through play.			b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)
		Cognition	7. Symbolic Play b. Assumes different roles in fantasy play j. Cooperates with others in pretend play (discusses roles) l. Engages in complex adult role playing 8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work
Pre 4			
ATL.p4.6: Seeks new and varied experiences and challenges through play.	Preschoolers	Personal-Social	2. Interpersonal Skills bb. Plans/creates games that have rules with peers
ATL.p4.7: Chooses activities to do alone or with others.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility b. Plays comfortably in a small group of children 2. Interpersonal Skills w. Plays cooperatively with peers for extended periods without requiring adult intervention
ATL.p4.8: Invites other children to join groups or activities.	Preschoolers	Personal-Social	2. Interpersonal Skills cc. Demonstrates an interest in people outside of the family and immediate circle of friends
ATL.p4.9: Makes and follows plans for games or activities with other children.	Preschoolers	Personal-Social	2. Interpersonal Skills bb. Plans/creates games that have rules with peers
Kindergarten			
No specific standards.	N/A	N/A	N/A
Sense of Competence			
Young Infant			
ATL.i.7: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills h. Repeats activity that elicits laughter from observer(s)
		Cognition	8. Problem Solving/Reasoning e. Persists in efforts to obtain an object or create an effect
ATL.i.8: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility d. Comforts self

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
Mobile Infant			
ATL.mi.7: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).	Infants & Toddlers	Personal-Social	3. Self-Concept n. Shows pride in achievements
ATL.mi.8: Points or protests to indicate likes and dislikes.	Infants & Toddlers	Communication	14. Conversation Skills b. Provides consistent signals for states of hunger, distress, and pleasure c. Protests by vocalizing disapproval of actions and/or events
ATL.mi.9: Expresses and responds to a variety of emotions.	Infants & Toddlers	Personal-Social	3. Self-Concept f. Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint (four or more)
Toddler			
ATL.t.9: Refers to own abilities when communicating with others (e.g., "I'll do it!" or "Watch me!").	Infants & Toddlers	Personal-Social	3. Self-Concept o. Makes positive statements about self
ATL.t.10: May show assertiveness (e.g., giving orders to others).	Infants & Toddlers	Personal-Social	3. Self-Concept e. Says "no" or otherwise indicates refusal
ATL.t.11: Feels comfortable in a variety of places with familiar adults.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills f. Responds differently to family members and strangers s. Responds appropriately to social contact made by familiar adults
Pre 3			
ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others.	Preschoolers	Personal-Social	3. Self Concept a. Shows pride in achievements b. Makes positive statements about self n. Identifies own strengths and abilities
ATL.p3.9: Knows self as part of family, culture, spiritual group or community.	Preschoolers	Personal-Social	3. Self Concept b. Makes positive statements about self
ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.	Preschoolers	Personal-Social	2. Interpersonal Skills aa. Asserts self in socially acceptable ways
Pre 4			
ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.	Preschoolers	Personal-Social	3. Self Concept b. Makes positive statements about self

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Preschoolers	Personal-Social	2. Interpersonal Skills r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play aa. Asserts self in socially acceptable ways
ATL.p4.12: Associates emotions with words and facial expressions.	Preschoolers	Personal-Social	2. Interpersonal Skills i. Responds appropriately to social contact made by familiar adults m. Labels feelings of peers and responds to them r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play t. Shows awareness of other people's feelings
<i>Kindergarten</i>			
No specific standards.	N/A	N/A	N/A
Creativity			
Problem Solving			
<i>Young Infant</i>			
ATL.i.9: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills n. Tries to please others
ATL.i.10: Looks for caregiver response in new or uncertain situation.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills f. Responds differently to family members and strangers
<i>Mobile Infant</i>			
ATL.mi.10: Seeks out trusted adult for comfort or support and/or accepts adult assistance.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills f. Responds differently to family members and strangers
ATL.mi.11: Tries to do things on own.	Infants & Toddlers	Personal-Social	3. Self-Concept c. Makes choices e. Says "no" or otherwise indicates refusal s. Is selective about what tasks he or she will and will not try (recognizes limitations)
<i>Toddler</i>			
ATL.t.12: Seeks alternate method when first	Infants &	Cognition	8. Problem Solving/Reasoning

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
attempt fails and/or seeks adult assistance.	Toddlers		c. Repeats activities that produce interesting results e. Persists in efforts to obtain an object or create an effect f. Repeats activities that elicit interesting reactions from others j. Overcomes obstacles to get toys
		Communication	14. Conversation Skills gg. Requests assistance
ATL.t.13: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).	Infants & Toddlers	Fine Motor	17. Imitation: Motor c. Imitates an activity in repertoire after observing caregiver doing that activity
ATL.t.14: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility o. Knows what toys can and cannot do and uses them appropriately
<i>Pre 3</i>			
ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.	Preschoolers	Cognition	8. Problem Solving/Reasoning c. Comments that something is not working when expected effects are not produced q. Reasons about experiences and asks and answers questions t. Reasons about future events
		Personal-Social	2. Interpersonal Skills c. Works collaboratively toward a goal with peers p. Negotiates conflicts verbally
ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.	Preschoolers	Cognition	8. Problem Solving/Reasoning c. Comments that something is not working when expected effects are not produced q. Reasons about experiences and asks and answers questions t. Reasons about future events
		Personal-Social	2. Interpersonal Skills p. Negotiates conflicts verbally
ATL.p3.13: Remembers and applies two rules	Preschoolers	Communication	13. Verbal Comprehension

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
simultaneously (e.g., books go here, trucks there).			a. Appropriately reacts to tone of voice and/or some facial expressions
<i>Pre 4</i>			
ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	Preschoolers	Cognition	8. Problem Solving/Reasoning c. Comments that something is not working when expected effects are not produced q. Reasons about experiences and asks and answers questions t. Reasons about future events
		Personal-Social	2. Interpersonal Skills p. Negotiates conflicts verbally v. Recognizes another's need for help and gives assistance
ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior.	Preschoolers	Cognition	8. Problem Solving/Reasoning a. Experiments with cause and effect when playing
ATL.p4.15: Understands what is real and what is 'make-believe'.	Preschoolers	Cognition	7. Symbolic Play b. Assumes different roles in fantasy play c. Represents more complex events in play
<i>Kindergarten</i>			
No specific standards.	N/A	N/A	N/A
Creativity and Flexibility			
<i>Young Infant</i>			
ATL.i.11: Shows interest in looking at, feeling or exploring new objects.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility k. Explores
<i>Mobile Infant</i>			
ATL.mi.12: Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility k. Explores
ATL.mi.13: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play k. Experiments with unfamiliar objects to determine their functions 8. Problem Solving/Reasoning j. Overcomes obstacles to get toys k. Plays with a variety of toys to produce effects

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			z. Independently explores objects to determine their functions and/or shows other people how they work
		Fine Motor	17. Imitation: Motor l. Attempts to solve problems (including activating toys) by imitating adult actions
ATL.mi.14: May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) bb. Requests permission
<i>Toddler</i>			
ATL.t.15: Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).	Infants & Toddlers	Fine Motor	17. Imitation: Motor c. Imitates an activity in repertoire after observing caregiver doing that activity d. Imitates unfamiliar movements g. Imitates actions related to the function of objects i. Imitates activities involving a combination of objects or two actions with one object j. Imitates activities involving a combination of objects several hours after observing actions k. Incorporates sequence of imitated adult activities into solitary play
ATL.t.16: May change behavior based on previous learning.	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play n. Pretends that objects are something other than what they are (e.g., blocks are food) 8. Problem Solving/Reasoning z. Independently explores objects to determine their functions and/or shows other people how they work
<i>Pre 3</i>			
ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	Preschoolers	Personal-Social	2. Interpersonal Skills bb. Plans/creates games that have rules with peers
ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	Preschoolers	Personal-Social	3. Self Concept m. Seeks activities that challenge skills
ATL.p3.16: Identifies ways to change behavior	Preschoolers	Personal-Social	2. Interpersonal Skills

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
to respond to desires and needs of others.			m. Labels feelings of peers and responds to them p. Negotiates conflicts verbally r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play s. Asks permission to use other people's belongings t. Shows awareness of other people's feelings u. Uses terms such as "thank you," "please," and "you're welcome" appropriately w. Plays cooperatively with peers for extended periods without requiring adult intervention x. Plays familiar games with peers and follows the rules without adult intervention aa. Asserts self in socially acceptable ways cc. Demonstrates an interest in people outside of the family and immediate circle of friends
<i>Pre 4</i>			
ATL.p4.16: Invents new activities through play	Preschoolers	Cognition	7. Symbolic Play c. Represents more complex events in play
ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	Preschoolers	Personal-Social	2. Interpersonal Skills bb. Plans/creates games that have rules with peers
ATL.p4.18: 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).	Preschoolers	Personal-Social	2. Interpersonal Skills bb. Plans/creates games that have rules with peers 3. Self Concept f. Is selective about what tasks he or she will and will not try (recognizes limitations)
<i>Kindergarten</i>			
No specific standards.	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills

Level

Domain

The Carolina Curriculum Sequence, Item

Physical Health and Development (PHD)

Large Motor Skills			
<i>Young Infant</i>			
PHD.i.1: Crawls through and around objects	Infants & Toddlers	Gross Motor	22-I. Upright: Posture & Locomotion c. Moves to sitting position from stomach or all-fours position 23. Prone (on Stomach) m. Moves forward (creeps) while on hands and knees
PHD.i.2: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements (e.g., rolls from stomach to back, holds head and torso up on two hands, rocks back and forward while on hands and knees, sits steadily unsupported).	Infants & Toddlers	Gross Motor	22-I. Upright: Posture & Locomotion a. Holds head steady when held b. Holds trunk steady when held at hips c. Moves to sitting position from stomach or all-fours position d. Sits alone
PHD.i.3: Reaches for objects.	Infants & Toddlers	Fine Motor	18. Grasp & Manipulation j. Reaches out for toys and picks them up when toys are in visual field
<i>Mobile Infant</i>			
PHD.mi.1: Creeps up/down stairs.	Infants & Toddlers	Gross Motor	23. Prone (on Stomach) o. Creeps up stairs p. Creeps down stairs, backwards
PHD.mi.2: Takes independent steps.	Infants & Toddlers	Gross Motor	22-I. Upright: Posture & Locomotion i. Takes independent steps
PHD.mi.3: Throws ball and other objects independently.	Infants & Toddlers	Gross Motor	22-III. Upright: Ball Play e. Throws 8-inch ball to an adult who is 5 feet away f. Throws 3-inch ball to an adult who is 7 feet away g. Throws 3-inch ball to an adult who is 9 feet away
<i>Toddler</i>			
PHD.t.1: Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up).	Infants & Toddlers	Gross Motor	22-I. Upright: Posture & Locomotion k. Squats down to retrieve object p. Maintains a squatting position in play
PHD.t.2: Catches a ball with both hands.	Infants & Toddlers	Gross Motor	22-III. Upright: Ball Play h. Catches 8-inch ball with arms in front of body from an adult who is 5 feet away

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
PHD.t.3: Begins to run.	Infants & Toddlers	Gross Motor	22-I. Upright: Posture & Locomotion y. Runs at least 10 feet without falling
<i>Pre 3</i>			
PHD.p3.1: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).	Preschoolers	Gross Motor	22-I. Upright: Posture & Locomotion n. Broad jumps 4 inches to 14 inches o. Walks 10 feet on tiptoes on 1-inch line v. Jumps down from 18-inch to 24-inch height (feet together on takeoff and landing) y. Hops two to three times on preferred foot z. Jumps down from 24-inch to 30-inch height (feet together on takeoff and landing) 22-III. Upright: Ball Play d. Kicks ball 4–6 feet
<i>Pre 4</i>			
PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).	Preschoolers	Gross Motor	22-I. Upright: Posture & Locomotion a. Walks backward 10 feet b. Walks on all types of surfaces without falling c. Uses heel–toe pattern (arms free to carry objects) d. Takes three to four steps on tiptoes e. Runs at least 10 feet without falling f. Jumps down from 8-inch height (one foot leading) g. Walks up three stairs, alternate pattern, with rail h. Walks at least 20 feet on tiptoes i. Avoids obstacles when running j. Walks up three stairs, alternate pattern, without rail k. Walks down three stairs, same-step foot placement, without rail l. Jumps over 2-inch hurdle m. Jumps down from 16-inch to 18-inch height (one foot leading) n. Broad jumps 4 inches to 14 inches o. Walks 10 feet on tiptoes on 1-inch line p. Gallops five cycles q. Runs with some periods of flight (both feet off of the ground) r. Hops once in place

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<p>s. Walks up 10 stairs, same-step pattern, without rail</p> <p>t. Walks down 10 stairs, same-step pattern, without rail</p> <p>u. Jumps over 8-inch hurdle</p> <p>v. Jumps down from 18-inch to 24-inch height (feet together on takeoff and landing)</p> <p>w. Broad jumps 14 inches to 24 inches</p> <p>x. Skips five cycles, pausing between skips</p> <p>y. Hops two to three times on preferred foot</p> <p>z. Jumps down from 24-inch to 30-inch height (feet together on takeoff and landing)</p> <p>aa. Walks down three stairs, alternate pattern, with rail</p> <p>bb. Jumps over several 8-inch obstacles in succession</p> <p>cc. Broad jumps 24 inches to 36 inches</p> <p>dd. Walks down 10 stairs, alternate pattern, with rail</p> <p>ee. Hops five times on preferred foot, three times on nonpreferred foot</p> <p>ff. Skips 5–10 cycles, coordinated step–hop</p> <p>gg. Runs at least 50 feet in 10 seconds</p> <p>hh. Jumps 3 inches beyond arms' reach</p> <p>ii. Jumps down from 32-inch height (may land on one foot)</p> <p>jj. Broad jumps at least 36 inches</p> <p>kk. Skips at least 15 cycles with rhythmic weight transfer (landing on toes)</p> <p>ll. Runs, changing direction 180 degrees within four to eight steps</p> <p>mm. Hops forward 16 inches on preferred foot, 12 inches on nonpreferred foot</p> <p>nn. Walks down 10 stairs, alternate pattern, without rail</p> <p>oo. Jumps on floor, completing 180-degree turn in one jump</p>
PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).	Preschoolers	Gross Motor	<p>22-IV. Upright: Outdoor Play</p> <p>b. Climbs on low jungle gym bars and will drop several inches to the ground</p> <p>c. Climbs vertical ladders</p> <p>e. Pedals tricycle at least 10 feet</p>

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			g. Enjoys unsteady surfaces and tries to make them move i. Pumps swing j. Invents cooperative games involving equipment k. Rides two-wheel bicycle
PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).	Preschoolers	Gross Motor	22-II. Upright: Balance a. Stands sideways with both feet on balance beam with stable posture b. Walks 5 feet on balance beam with one foot on the balance beam and the other on the floor c. Walks along 10-foot line, following the general direction of the line d. Stands with stable posture on one leg with hands on hips and opposite knee bent (1–2 seconds) e. Walks three steps on balance beam and maintains balance f. Walks along 10-foot line, keeping feet on the line and maintaining balance g. Balances with stable posture on preferred leg with hands on hips and opposite knee bent (5 seconds) h. Stands on tiptoes with hands overhead for 2 seconds, maintaining stable posture i. Stands on either leg, maintaining stable posture with hands on hips and opposite knee bent (8 seconds) j. Takes three to five steps on balance beam, maintaining balance k. Stands on tiptoes with hands overhead for 8 seconds, maintaining stable posture l. Does one somersault, keeping body moving forward m. Walks full length of balance beam, maintaining balance n. Stands on either leg, maintaining stable posture with hands on hips and opposite knee bent (10 seconds) o. Does two somersaults in a row, maintaining forward progression p. Walks full length of balance beam with hands on hips,

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<p>maintaining balance</p> <p>22-III. Upright: Ball Play</p> <ul style="list-style-type: none"> a. Throws 3-inch ball to an adult who is 7 feet away b. Throws 3-inch ball to an adult who is 9 feet away c. Catches 8-inch ball with arms in front of body from an adult who is 5 feet away d. Kicks ball 4–6 feet e. Throws 8-inch ball to an adult who is 9 feet away f. Catches 8-inch ball with elbows bent from an adult who is 5 feet away g. Throws 3-inch ball overhand to an adult who is 10 feet away h. Catches 3-inch ball with elbows bent from an adult who is 5 feet away i. Kicks ball 12–15 feet j. Throws 8-inch ball overhand to an adult who is 10 feet away k. Catches 8-inch ball with elbows bent an arms at sides from an adult who is 6 feet away l. Catches 3-inch ball with elbows bent and arms at sides from an adult who is 7 feet away
<i>Kindergarten</i>			
PHD.K.1: Demonstrates the ability to move using a variety of locomotor skills.	N/A	N/A	N/A
PHD.K.2: Demonstrates clear contrasts between slow and fast movements traveling in different directions (e.g., sideways, backward) and in personal and general space.	N/A	N/A	N/A
PHD.K.3: Maintains momentary balance in a variety of positions and levels.	Preschoolers	Gross Motor	<p>22-II. Upright: Balance</p> <ul style="list-style-type: none"> a. Stands sideways with both feet on balance beam with stable posture d. Stands with stable posture on one leg with hands on hips and opposite knee bent (1–2 seconds) g. Balances with stable posture on preferred leg with hands on hips and opposite knee bent (5 seconds) i. Stands on either leg, maintaining stable posture with

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			hands on hips and opposite knee bent (8 seconds) k. Stands on tiptoes with hands overhead for 8 seconds, maintaining stable posture n. Stands on either leg, maintaining stable posture with hands on hips and opposite knee bent (10 seconds)
PHD.K.4: Projects objects through space using various means (e.g., rolling, sliding, throwing).	Preschoolers	Gross Motor	22-III. Upright: Ball Play a. Throws 3-inch ball to an adult who is 7 feet away c. Catches 8-inch ball with arms in front of body from an adult who is 5 feet away
PHD.K.5: Catches a self-tossed ball after it bounces.	Preschoolers	Gross Motor	22-III. Upright: Ball Play c. Catches 8-inch ball with arms in front of body from an adult who is 5 feet away f. Catches 8-inch ball with elbows bent from an adult who is 5 feet away h. Catches 3-inch ball with elbows bent from an adult who is 5 feet away k. Catches 8-inch ball with elbows bent an arms at sides from an adult who is 6 feet away l. Catches 3-inch ball with elbows bent and arms at sides from an adult who is 7 feet away
PHD.K.6: Strikes a balloon repeatedly with different body parts.	Preschoolers	Cognition	8. Problem Solving/Reasoning a. Experiments with cause and effect while playing.
PHD.K.7: Performs a simple rhythmic pattern.	Preschoolers	Fine Motor	17. Imitation: Motor a. Imitates postures or actions that do not involve props b. Imitates sequence of two unrelated motor acts c. Repeats sequence of three unrelated motor activities after being led through these activities, one by one d. Imitates simple finger plays (both hands doing similar actions) e. Imitates finger plays (each hand doing different actions) f. Imitates complex motor activities in songs and games
Fine Motor Skills			
<i>Young Infant</i>			
PHD.i.4: Transfers objects from one hand to other.	Infants & Toddlers	Fine Motor	19. Bilateral Skills e. Transfers objects from hand to hand

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			20. Tool Use h. Transfers material with spoon
PHD.i.5: Grasps and releases object using entire hand.	Infants & Toddlers	Fine Motor	18. Grasp & Manipulation f. Grasps object that is placed in hand (i.e., not reflexive grasp) g. Reaches out and grasps objects near body h. Displays extended reach and grasp l. Releases one object to take another m. Grasps an object, using thumb against index and middle fingers r. Releases objects into container t. Grasps two small objects with one hand
<i>Mobile Infant</i>			
PHD.mi.4: Coordinates the use of arms, hands and fingers to accomplish tasks (e.g., drinks from bottle, cup by self, holds a spoon).	Infants & Toddlers	Fine Motor	18. Grasp & Manipulation a. Actively moves arm after seeing or hearing an object e. Bats at object at chest level i. Rakes and scoops small objects (i.e., fingers against palm) j. Reaches out for toys and picks them up when toys are in visual field k. Manipulates objects with hands and fingers n. Uses inferior pincer grasp (i.e., thumb against side of index finger) o. Uses index finger to poke p. Uses neat pincer grasp (i.e., thumb against tip of index finger) q. Removes objects from holders (e.g., rings from post, pegs from holes) s. Imitates building two-block tower t. Grasps two small objects with one hand u. Places round pegs in holes v. Imitates building three- to four-block tower
PHD.mi.5: Coordinates eye-hand movements (e.g., putting things in a box).	Infants & Toddlers	Fine Motor	19. Bilateral Skills j. Plays with toys at midline (one hand holds the toy and the other manipulates it)
<i>Toddler</i>			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
PHD.t.4: Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper).	Infants & Toddlers	Fine Motor	19. Bilateral Skills k. Pulls apart pop beads n. Unwraps edible item or other small object o. Unscrews small lids p. Puts loose pop beads together q. Strings three large beads r. Demonstrates hand preference (typically in eating) s. Unbuttons large buttons t. Strings small beads u. Screws on lids
Pre 3			
PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).	Preschoolers	Personal-Social	4-I. Self-Help: Eating i. Independently fixes sandwich 4-II. Self-Help: Dressing h. Dresses and undresses with little assistance 4-III. Self-Help: Grooming f. Brushes teeth independently 4-IV. Self-Help: Toileting g. Tears toilet tissue and flushes toilet after use
		Fine Motor	18. Grasp & Manipulation h. Places 10 pellets in a bottle in 30 seconds i. Holds one small object in palm of hand and then moves it forward to pincer grasp without assistance from other hand j. Places paper clips on paper 19. Bilateral Skills g. Ties single knot h. Laces two holes in shoes i. Does simple sewing j. Holds deck of cards and sorts 20. Tool Use j. Uses fork and knife to cut soft materials 21. Visual-Motor Skills q. Cuts out pictures following general shape
Pre 4			
PHD.p4.4: With fluency and accuracy uses	Preschoolers	Fine Motor	19. Bilateral Skills

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
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).			b. Unbuttons large buttons g. Ties single knot h. Laces two holes in shoes 20. Tool Use a. Holds bowl and stirs b. Uses hammer to pound pegs in pounding bench c. Transfers material with spoon d. Spreads with knife e. Cuts with edge of fork f. Uses rolling pin to flatten dough g. Uses tongs to transfer materials h. Uses hammer to pound in nails i. Uses clothespin to transfer small objects j. Uses fork and knife to cut soft materials
<i>Kindergarten</i>			
N/A	N/A	N/A	N/A
Physical Fitness			
<i>Young Infant</i>			
PHD.i.6: Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills g. Participates in simple games r. Approaches peer or adult to initiate play
<i>Mobile Infant</i>			
PHD.mi.6: Participates in active physical play (e.g., crawls and climbs over and under).	Infants & Toddlers	Gross Motor	22-III. Upright: Ball Play a. Rolls ball back and forth with an adult b. Tries to kick ball c. Hurls ball 3 feet d. Kicks ball 3 feet e. Throws 8-inch ball to an adult who is 5 feet away f. Throws 3-inch ball to an adult who is 7 feet away g. Throws 3-inch ball to an adult who is 9 feet away h. Catches 8-inch ball with arms in front of body from an adult who is 5 feet away i. Kicks ball 4–6 feet 22-IV. Upright: Outdoor Play a. Explores play area with supervision b. Enjoys swinging and sliding

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<ul style="list-style-type: none"> c. Climbs on low equipment d. Climbs slanted ladder e. Uses slide independently f. Runs on playground, pausing at surface changes g. Climbs on low jungle gym bars and will drop several inches to the ground h. Climbs vertical ladders i. Walks on movable surfaces using some hand support
<i>Toddler</i>			
PHD.t.5: Participates in active physical play (e.g., runs, uses playground equipment).	Infants & Toddlers	Gross Motor	<p>22-III. Upright: Ball Play</p> <ul style="list-style-type: none"> a. Rolls ball back and forth with an adult b. Tries to kick ball c. Hurls ball 3 feet d. Kicks ball 3 feet e. Throws 8-inch ball to an adult who is 5 feet away f. Throws 3-inch ball to an adult who is 7 feet away g. Throws 3-inch ball to an adult who is 9 feet away h. Catches 8-inch ball with arms in front of body from an adult who is 5 feet away i. Kicks ball 4–6 feet <p>22-IV. Upright: Outdoor Play</p> <ul style="list-style-type: none"> a. Explores play area with supervision b. Enjoys swinging and sliding c. Climbs on low equipment d. Climbs slanted ladder e. Uses slide independently f. Runs on playground, pausing at surface changes g. Climbs on low jungle gym bars and will drop several inches to the ground h. Climbs vertical ladders i. Walks on movable surfaces using some hand support
<i>Pre 3</i>			
PHD.p3.3: Participates in active play exhibiting strength and stamina.	Preschoolers	Gross Motor	<p>22-I. Upright: Posture & Locomotion</p> <ul style="list-style-type: none"> a. Walks backward 10 feet b. Walks on all types of surfaces without falling c. Uses heel–toe pattern (arms free to carry objects)

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<p>d. Takes three to four steps on tiptoes</p> <p>e. Runs at least 10 feet without falling</p> <p>f. Jumps down from 8-inch height (one foot leading)</p> <p>g. Walks up three stairs, alternate pattern, with rail</p> <p>h. Walks at least 20 feet on tiptoes</p> <p>i. Avoids obstacles when running</p> <p>j. Walks up three stairs, alternate pattern, without rail</p> <p>k. Walks down three stairs, same-step foot placement, without rail</p> <p>l. Jumps over 2-inch hurdle</p> <p>m. Jumps down from 16-inch to 18-inch height (one foot leading)</p> <p>n. Broad jumps 4 inches to 14 inches</p> <p>o. Walks 10 feet on tiptoes on 1-inch line</p> <p>p. Gallops five cycles</p> <p>q. Runs with some periods of flight (both feet off of the ground)</p> <p>r. Hops once in place</p> <p>s. Walks up 10 stairs, same-step pattern, without rail</p> <p>t. Walks down 10 stairs, same-step pattern, without rail</p> <p>u. Jumps over 8-inch hurdle</p> <p>v. Jumps down from 18-inch to 24-inch height (feet together on takeoff and landing)</p> <p>w. Broad jumps 14 inches to 24 inches</p> <p>x. Skips five cycles, pausing between skips</p> <p>y. Hops two to three times on preferred foot</p> <p>z. Jumps down from 24-inch to 30-inch height (feet together on takeoff and landing)</p> <p>aa. Walks down three stairs, alternate pattern, with rail</p> <p>bb. Jumps over several 8-inch obstacles in succession</p> <p>cc. Broad jumps 24 inches to 36 inches</p> <p>dd. Walks down 10 stairs, alternate pattern, with rail</p> <p>ee. Hops five times on preferred foot, three times on nonpreferred foot</p> <p>ff. Skips 5–10 cycles, coordinated step–hop</p> <p>gg. Runs at least 50 feet in 10 seconds</p>

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			hh. Jumps 3 inches beyond arms' reach ii. Jumps down from 32-inch height (may land on one foot) jj. Broad jumps at least 36 inches kk. Skips at least 15 cycles with rhythmic weight transfer (landing on toes) ll. Runs, changing direction 180 degrees within four to eight steps mm. Hops forward 16 inches on preferred foot, 12 inches on nonpreferred foot nn. Walks down 10 stairs, alternate pattern, without rail oo. Jumps on floor, completing 180-degree turn in one jump 22-II. Upright: Balance o. Does two somersaults in a row, maintaining forward progression
<i>Pre 4</i>			
PHD.p4.5: Participates in active play exhibiting strength and stamina.	Preschoolers	Gross Motor	22-III. Upright: Ball Play a. Throws 3-inch ball to an adult who is 7 feet away b. Throws 3-inch ball to an adult who is 9 feet away c. Catches 8-inch ball with arms in front of body from an adult who is 5 feet away d. Kicks ball 4–6 feet e. Throws 8-inch ball to an adult who is 9 feet away f. Catches 8-inch ball with elbows bent from an adult who is 5 feet away g. Throws 3-inch ball overhand to an adult who is 10 feet away h. Catches 3-inch ball with elbows bent from an adult who is 5 feet away i. Kicks ball 12–15 feet 22-IV. Upright: Outdoor Play a. Runs on playground, pausing at surface changes b. Climbs on low jungle gym bars and will drop several inches to the ground c. Climbs vertical ladders

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			d. Walks on movable surfaces using some hand support e. Pedals tricycle at least 10 feet f. Moves actively in play areas g. Enjoys unsteady surfaces and tries to make them move h. Runs vigorously in play areas i. Pumps swing j. Invents cooperative games involving equipment k. Rides two-wheel bicycle
<i>Kindergarten</i>			
PHD.K.8: Participates in a variety of games that increase breathing and heart rate.	N/A	N/A	N/A
PHD.K.9: Demonstrates sufficient muscular strength by supporting body weight in various activities.	N/A	N/A	N/A
Nutrition/Healthy Eating			
<i>Young Infant</i>			
PHD.i.7: Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).	Infants & Toddlers	Communication	14. Conversation Skills k. Makes requests by directing caregiver’s attention l. Indicates “no more” and “I don’t like this” by vocalization, turning, or pushing away o. Changes pitch/volume to signify intensity of desires w. Directs caregiver to provide information through pointing, a questioning look, vocal inflection, and/or words aa. Says (or signs) “yes” and “no” to indicate desires or preferences
		Cognition/ Communication	12. Attention & Memory: Auditory c. Turns head and searches for or reaches toward sound at ear level while on back d. Turns head or reaches toward sound at ear level while sitting e. Turns head toward sound and looks or reaches directly when sound is at shoulder level h. Turns head back and forth or reaches to either side for two sounds

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials j. Anticipates frequently occurring events in familiar games involving sounds on first trial k. Actively searches for source of sound when sound is not visible
<i>Mobile Infant</i>			
PHD.mi.7: Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.	Infants & Toddlers	Personal-Social	4-I. Self-Help Skills: Eating a. Smoothly sucks from nipple e. Munches food (chewing up and down) f. Uses purposeful tongue movements g. Pulls food off spoon with lips h. Holds own bottle (omit for breast-fed infants) j. Eats junior or mashed table food without gagging k. Cleans lower lip with teeth l. Chews with rotary/side-to-side action m. Feeds self with fingers o. Brings spoon to mouth and eats food off of it q. Chews well s. Feeds self without spilling (with almost no help) u. Feeds self meal with spoon and cup as main utensils v. Distinguishes between edible and nonedible substances w. Begins to use fork
<i>Toddler</i>			
PHD.t.6: Makes simple food choices and has food preferences, demonstrates a willingness to try new foods.	Infants & Toddlers	Personal-Social	3. Self-Concept c. Makes choices e. Says “no” or otherwise indicates refusal f. Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint (four or more) 4-I. Self-Help Skills: Eating m. Feeds self with fingers p. Scoops food from dish with spoon s. Feeds self without spilling (with almost no help) u. Feeds self meal with spoon and cup as main utensils v. Distinguishes between edible and nonedible

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			substances
<i>Pre 3</i>			
PHD.p3.4: Eats a variety of foods.	Preschoolers	Personal-Social	4-I. Self-Help: Eating f. Independently fixes bowl of dry cereal with milk i. Independently fixes sandwich
PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.	Preschoolers	Personal-Social	4-I. Self-Help: Eating b. Drinks from small glass held with one hand e. Swallows food in mouth before taking another bite
<i>Pre 4</i>			
PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	Preschoolers	Personal-Social	4-I. Self-Help: Eating a. Begins to use fork b. Drinks from small glass held with one hand c. Gets drink unassisted (turns tap on and off) d. Pours liquid from one container into another e. Swallows food in mouth before taking another bite f. Independently fixes bowl of dry cereal with milk g. Holds fork in fingers h. Independently drinks from water fountain i. Independently fixes sandwich
PHD.p4.7: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).	Preschoolers	Personal-Social	4-I. Self-Help: Eating b. Drinks from small glass e. Swallows food in mouth before taking another bite h. Independently drinks from water fountain 4-III. Self-Help: Grooming b. Brushes teeth with assistance
<i>Kindergarten</i>			
N/A	N/A	N/A	N/A
Personal Hygiene			
<i>Young Infant</i>			
PHD.i.8: Signals need by crying (e.g., wet, hungry, tired, etc.).	Infants & Toddlers	Communication	14. Conversation Skills b. Provides consistent signals for states of hunger, distress, and pleasure
<i>Mobile Infant</i>			
PHD.mi.8: Indicates when pants are wet and need to be changed.	Infants & Toddlers	Personal-Social	4-IV. Self-Help Skills: Toileting a. Indicates need for soiled diaper or pants to be changed

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
<i>Toddler</i>			
PHD.t.7: Washes hands and face with assistance.	Infants & Toddlers	Personal-Social	4-III. Self-Help Skills: Grooming c. Cooperates in washing and drying hands f. Washes own hands g. Wipes nose if given a tissue h. Dries hands
PHD.t.8: May begin to initiate interest in self-toileting.	Infants & Toddlers	Personal-Social	4-IV. Self-Help Skills: Toileting f. Usually indicates need to toilet (rarely has bowel accidents)
<i>Pre 3</i>			
PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.	Preschoolers	Personal-Social	4-III. Self-Help: Grooming c. Washes self with washcloth d. Washes and dries hands and face without assistance h. Gets tissue to wipe nose without reminder i. Blows nose independently on request 4-IV. Self-Help: Toileting f. Cares for self at toilet (may need assistance wiping after bowel movement)
PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	Preschoolers	Personal-Social	4-I. Self-Help: Eating a. Begins to use fork b. Drinks from small glass held with one hand c. Gets drink unassisted (turns tap on and off) d. Pours liquid from one container into another e. Swallows food in mouth before taking another bite f. Independently fixes bowl of dry cereal with milk g. Holds fork in fingers h. Independently drinks from water fountain i. Independently fixes sandwich 4-II. Self-Help: Dressing a. Removes shoes b. Removes coat c. Puts on simple clothing (e.g., pants, shoes, socks) d. Puts on all clothing unaided, except for fasteners e. Undoes fasteners (e.g., large buttons, snaps, shoelaces) f. Independently puts on coat

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			g. Buttons clothing h. Dresses and undresses with little assistance 4-III. Self-Help: Grooming a. Dries hands b. Brushes teeth with assistance c. Washes self with washcloth d. Washes and dries hands and face without assistance e. Uses napkin without prompting to wipe messy face while eating f. Brushes teeth independently g. Runs brush or comb through hair h. Gets tissue to wipe nose without reminder i. Blows nose independently on request 4-IV. Self-Help: Toileting a. Urinates when placed on toilet b. Has bowel movement when placed on toilet c. Usually indicates need to toilet (rarely has bowel accidents) d. Uses toilet by self, except for cleaning after bowel movement e. Seldom has toileting accidents (may need help with difficult clothing) f. Cares for self at toilet (may need assistance wiping after bowel movement) g. Tears toilet tissue and flushes toilet after use h. Wipes self after bowel movement
<i>Pre 4</i>			
PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).	Preschoolers	Personal-Social	4-III. Self-Help: Grooming c. Washes self with washcloth d. Washes and dries hands and face without assistance h. Gets tissue to wipe nose without reminder i. Blows nose independently on request 4-IV. Self-Help: Toileting f. Cares for self at toilet (may need assistance wiping after bowel movement)
PHD.p4.9: Completes personal care tasks with	Preschoolers	Personal-Social	4-I. Self-Help: Eating

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).			<ul style="list-style-type: none"> a. Begins to use fork b. Drinks from small glass held with one hand c. Gets drink unassisted (turns tap on and off) d. Pours liquid from one container into another e. Swallows food in mouth before taking another bite f. Independently fixes bowl of dry cereal with milk g. Holds fork in fingers h. Independently drinks from water fountain i. Independently fixes sandwich <p>4-II. Self-Help: Dressing</p> <ul style="list-style-type: none"> a. Removes shoes b. Removes coat c. Puts on simple clothing (e.g., pants, shoes, socks) d. Puts on all clothing unaided, except for fasteners e. Undoes fasteners (e.g., large buttons, snaps, shoelaces) f. Independently puts on coat g. Buttons clothing h. Dresses and undresses with little assistance <p>4-III. Self-Help: Grooming</p> <ul style="list-style-type: none"> a. Dries hands b. Brushes teeth with assistance c. Washes self with washcloth d. Washes and dries hands and face without assistance e. Uses napkin without prompting to wipe messy face while eating f. Brushes teeth independently g. Runs brush or comb through hair h. Gets tissue to wipe nose without reminder i. Blows nose independently on request <p>4-IV. Self-Help: Toileting</p> <ul style="list-style-type: none"> a. Urinates when placed on toilet b. Has bowel movement when placed on toilet c. Usually indicates need to toilet (rarely has bowel accidents) d. Uses toilet by self, except for cleaning after bowel

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			movement e. Seldom has toileting accidents (may need help with difficult clothing) f. Cares for self at toilet (may need assistance wiping after bowel movement) g. Tears toilet tissue and flushes toilet after use h. Wipes self after bowel movement
<i>Kindergarten</i>			
N/A	N/A	N/A	N/A
Safety			
<i>Young Infant</i>			
PHD.i.9: Shows preference for major caregiver.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills f. Responds differently to family members and strangers
PHD.i.10: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language
<i>Mobile Infant</i>			
PHD.mi.9: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility m. Avoids common dangers
<i>Toddler</i>			
PHD.t.9: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) y. Works collaboratively toward a goal with peers
PHD.t.10: Alerts adults to potential harmful situations.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility m. Avoids common dangers 2. Interpersonal Skills e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language 3. Self-Concept f. Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint (four or more)
<i>Pre 3</i>			
PHD.p3.8: Knows common safety rules that	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
have been discussed or taught.			a. Avoids common dangers e. Follows rules given by adults for new activities or simple games j. Responds appropriately to instructions given in a small group
PHD.p3.9: Alerts adults to potentially harmful situations.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility e. Follows rules given by adults for new activities or simple games
		Communication	14. Conversation Skills c. Requests assistance
Pre 4			
PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility a. Avoids common dangers c. Knows what toys can and cannot do and uses them appropriately g. Answers questions related to safety 2. Interpersonal Skills b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)
PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility h. Shows care in handling small animals or potentially breakable objects i. Performs simple chores (may have to be reminded or supervised)
PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility j. Responds appropriately to instructions given in a small group
Kindergarten			
N/A	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills

Level

Domain

The Carolina Curriculum Sequence, Item

Social and Emotional Development (SED)

Character Development: SED.CD.			
FOUNDATIONS OF CHARACTER DEVELOPMENT			
Develop, implement, promote, and model core ethical and performance principles			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
N/A	N/A	N/A	N/A
<i>Toddler</i>			
N/A	N/A	N/A	N/A
<i>Pre 3</i>			
SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility e. Follows rules given by adults for new activities or simple games j. Responds appropriately to instructions given in a small group 2. Interpersonal Skills i. Responds appropriately to social contact made by familiar adults
<i>Pre 4</i>			
SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility e. Follows rules given by adults for new activities or simple games j. Responds appropriately to instructions given in a small group 2. Interpersonal Skills i. Responds appropriately to social contact made by familiar adults
<i>Kindergarten</i>			
SED.CD.K.1: Recognize and celebrate the natural beneficial consequence of acts of character.	N/A	N/A	N/A
SED.CD.K.2: Identify community needs in the larger community, discuss effects on the community and identify positive, responsible	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
action.			
SED.CD.K.3: Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.	N/A	N/A	N/A
SED.CD.K.4: Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.	N/A	N/A	N/A
SED.CD.K.5: Learn about, receive and accept feedback for responsible actions in academic and behavioral skills.	N/A	N/A	N/A
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community			
<i>Young Infant</i>			
SED.CD.i.1: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility <ul style="list-style-type: none"> a. Stops crying when sees or touches bottle or breast b. Can be comforted by being spoken to, held, or rocked c. Calms when swaddled 2. Interpersonal Skills <ul style="list-style-type: none"> c. Smiles at familiar person e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language f. Responds differently to family members and strangers h. Repeats activity that elicits laughter from observer(s) k. Laughs or smiles at adults who are engaging in unexpected behaviors m. Shows affection
<i>Mobile Infant</i>			
SED.CD.mi.1: Participates in routines and experiences that involve give and take interaction with familiar adults.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills <ul style="list-style-type: none"> b. Smiles reciprocally l. Spontaneously shares with adults m. Shows affection
<i>Toddler</i>			
SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills <ul style="list-style-type: none"> e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language f. Responds differently to family members and strangers s. Responds appropriately to social contact made by

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			familiar adults bb. Requests permission
		Cognition	8. Problem Solving/Reasoning q. Uses adults to solve problems
SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility l. Tolerates being taken into a variety of environments 2. Interpersonal Skills f. Responds differently to family members and strangers
<i>Pre 3</i>			
SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	Preschoolers	Personal-Social	2. Interpersonal Skills i. Responds appropriately to social contact made by familiar adults x. Plays familiar games with peers and follows the rules without adult intervention
<i>Pre 4</i>			
SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	Preschoolers	Personal-Social	2. Interpersonal Skills i. Responds appropriately to social contact made by familiar adults x. Plays familiar games with peers and follows the rules without adult intervention
SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	Preschoolers	Personal-Social	2. Interpersonal Skills d. Expresses affection and/or preference for some peers e. Expresses regret when another child is hurt or experiences unpleasantness m. Labels feelings of peers and responds to them p. Negotiates conflicts verbally q. Listens to peers and discusses ideas or observations r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play t. Shows awareness of other people's feelings u. Uses terms such as "thank you," "please," and "you're welcome" appropriately v. Recognizes another's need for help and gives assistance aa. Asserts self in socially acceptable ways

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
<i>Kindergarten</i>			
SED.CD.K.6: Recognize characteristics of a caring relationship.	N/A	N/A	N/A
SED.CD.K.7: Recognize characteristics of a hurtful relationship.	N/A	N/A	N/A
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture			
<i>Young Infant</i>			
SED.CD.i.2: Begins to form relationships with consistent caregivers.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility <ul style="list-style-type: none"> a. Stops crying when sees or touches bottle or breast b. Can be comforted by being spoken to, held, or rocked c. Calms when swaddled 2. Interpersonal Skills <ul style="list-style-type: none"> e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language f. Responds differently to family members and strangers k. Laughs or smiles at adults who are engaging in unexpected behaviors l. Spontaneously shares with adults m. Shows affection n. Tries to please others r. Approaches peer or adult to initiate play v. Tries to help by running errands on request or anticipating what is needed bb. Requests permission
<i>Mobile Infant</i>			
SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.	Infants & Toddlers	Personal-Social	Regulation & Responsibility <ul style="list-style-type: none"> a. Stops crying when sees or touches bottle or breast b. Can be comforted by being spoken to, held, or rocked c. Calms when swaddled 2. Interpersonal Skills <ul style="list-style-type: none"> e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language f. Responds differently to family members and strangers k. Laughs or smiles at adults who are engaging in unexpected behaviors l. Spontaneously shares with adults

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			m. Shows affection n. Tries to please others r. Approaches peer or adult to initiate play v. Tries to help by running errands on request or anticipating what is needed bb. Requests permission
<i>Toddler</i>			
SED.CD.t.3: Begins to more easily separate from caregiver.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility f. Moves away from the primary caregiver who is in same room g. Moves partially out of the primary caregiver's sight for short periods of play
<i>Pre 3</i>			
SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	Preschoolers	Personal-Social	2. Interpersonal Skills n. Plays group games with other children without constant adult supervision t. Shows awareness of other people's feelings x. Plays familiar games with peers and follows the rules without adult intervention aa. Asserts self in socially acceptable ways
<i>Pre 4</i>			
SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	Preschoolers	Personal-Social	2. Interpersonal Skills n. Plays group games with other children without constant adult supervision t. Shows awareness of other people's feelings x. Plays familiar games with peers and follows the rules without adult intervention aa. Asserts self in socially acceptable ways
<i>Kindergarten</i>			
SED.CD.K.8: Demonstrate caring and respect for others.	N/A	N/A	N/A
SED.CD.K.9: Describe "active listening".	N/A	N/A	N/A
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			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
<i>Mobile Infant</i>			
N/A	N/A	N/A	N/A
<i>Toddler</i>			
N/A	N/A	N/A	N/A
<i>Pre 3</i>			
SED.CD.p3.4: Expresses interests, acceptance, affection for others.	Preschoolers	Personal-Social	2. Interpersonal Skills d. Expresses affection and/or preference for some peers m. Labels feelings of peers and responds to them u. Uses terms such as “thank you,” “please,” and “you’re welcome” appropriately y. Identifies special friends z. Spontaneously takes turns and shares
<i>Pre 4</i>			
SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	Preschoolers	Personal-Social	2. Interpersonal Skills n. Plays group games with other children without constant adult supervision t. Shows awareness of other people’s feelings u. Uses terms such as “thank you,” “please,” and “you’re welcome” appropriately w. Plays cooperatively with peers for extended periods without requiring adult intervention y. Identifies special friends aa. Asserts self in socially acceptable ways
<i>Kindergarten</i>			
SED.CD.K.10: Recognized and define bullying and teasing k-2: illustrate or demonstrate what “tattling” is and what “telling” or “reporting” is.	N/A	N/A	N/A
SED.CD.K.11: Model positive peer interactions.	N/A	N/A	N/A
Responsible Decision Making and Problem Solving: SED.R.			
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
SED.R.mi.1: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills q. Helps with simple household tasks s. Responds appropriately to social contact made by familiar adults v. Tries to help by running errands on request or anticipating what is needed x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) bb. Requests permission
<i>Toddler</i>			
SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills d. Laughs e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language i. Shows an interest in other children—tries to attract their attention through eye gaze, smiles, and vocalizations l. Spontaneously shares with adults x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)
<i>Pre 3</i>			
SED.R.p3.1: Begin to understand consequences of own actions with adult support.	Preschoolers	Cognition	8. Problem Solving/Reasoning a. Experiments with cause and effect when playing
<i>Pre 4</i>			
SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	Preschoolers	Cognition	8. Problem Solving/Reasoning a. Experiments with cause and effect when playing
<i>Kindergarten</i>			
SED.R.K.1: Identify and illustrate safe and unsafe situations.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility a. Avoids common dangers c. Knows what toys can and cannot do and uses them appropriately e. Follows rules given by adults for new activities or simple games

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			g. Answers questions related to safety h. Shows care in handling small animals or potentially breakable objects i. Performs simple chores (may have to be reminded or supervised) j. Responds appropriately to instructions given in a small group
SED.R.K.2: State the difference between appropriate and inappropriate behaviors.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility a. Avoids common dangers c. Knows what toys can and cannot do and uses them appropriately e. Follows rules given by adults for new activities or simple games g. Answers questions related to safety h. Shows care in handling small animals or potentially breakable objects i. Performs simple chores (may have to be reminded or supervised) j. Responds appropriately to instructions given in a small group
SED.R.K.3: Explain the consequences and rewards of individual and community actions.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility a. Avoids common dangers c. Knows what toys can and cannot do and uses them appropriately e. Follows rules given by adults for new activities or simple games g. Answers questions related to safety h. Shows care in handling small animals or potentially breakable objects i. Performs simple chores (may have to be reminded or supervised) j. Responds appropriately to instructions given in a small group
Organize personal time and managing personal responsibilities effectively			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
<i>Mobile Infant</i>			
SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.	Infants & Toddlers	Personal-Social	<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> l. Spontaneously shares with adults x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) <p>4-I. Self-Help Skills: Eating</p> <ul style="list-style-type: none"> a. Smoothly sucks from nipple b. Infrequently “roots” toward food or objects c. Infrequently bites down on spoon d. Infrequently gags (only when appropriate) e. Munches food (chewing up and down) f. Uses purposeful tongue movements g. Pulls food off spoon with lips h. Holds own bottle (omit for breast-fed infants) i. Assists in drinking from cup that is held by adult j. Eats junior or mashed table food without gagging k. Cleans lower lip with teeth l. Chews with rotary/side-to-side action m. Feeds self with fingers n. Holds and drinks from cup o. Brings spoon to mouth and eats food off of it p. Scoops food from dish with spoon q. Chews well r. No longer uses bottle or breast s. Feeds self without spilling (with almost no help) t. Drinks from straw u. Feeds self meal with spoon and cup as main utensils v. Distinguishes between edible and nonedible substances w. Begins to use fork x. Drinks from small glass held with one hand y. Gets drink unassisted (turns tap on and off) z. Pours liquid from one container into another <p>4-II. Self-Help Skills: Dressing</p> <ul style="list-style-type: none"> a. Cooperates in dressing and undressing

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<ul style="list-style-type: none"> b. Partially pulls shirt over head c. Removes loose clothing d. Unties shoes or hat as an act of undressing e. Unfastens clothing zipper that has a large pull tab f. Puts on hat g. Removes simple clothing (e.g., open shirt or jacket, stretch pants) h. Removes shoes i. Removes coat j. Puts on simple clothing (e.g., pants, shoes, socks) k. Puts on all clothing unaided, except for fasteners l. Undoes fasteners (e.g., large buttons, snaps, shoelaces) <p>4-III. Self-Help Skills: Grooming</p> <ul style="list-style-type: none"> a. Enjoys playing in water b. Does not drool c. Cooperates in washing and drying hands d. Allows teeth to be brushed e. Allows nose to be wiped f. Washes own hands g. Wipes nose if given a tissue h. Dries hands i. Brushes teeth with assistance j. Washes self with washcloth <p>4-IV. Self-Help Skills: Toileting</p> <ul style="list-style-type: none"> a. Indicates need for soiled diaper or pants to be changed b. Cooperates with diaper changing c. Stays dry for 2- to 3-hour periods during the day d. Urinates when placed on toilet e. Has bowel movement when placed on toilet f. Usually indicates need to toilet (rarely has bowel accidents) g. Uses toilet by self, except for cleaning after bowel movement
Toddler			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
SED.R.t.2: Remembers and follows expectations for familiar routines some of the time, but may find it hard to transition from preferred activities.	Infants & Toddlers	Personal-Social	<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> l. Spontaneously shares with adults x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) <p>4-I. Self-Help Skills: Eating</p> <ul style="list-style-type: none"> a. Smoothly sucks from nipple b. Infrequently “roots” toward food or objects c. Infrequently bites down on spoon d. Infrequently gags (only when appropriate) e. Munches food (chewing up and down) f. Uses purposeful tongue movements g. Pulls food off spoon with lips h. Holds own bottle (omit for breast-fed infants) i. Assists in drinking from cup that is held by adult j. Eats junior or mashed table food without gagging k. Cleans lower lip with teeth l. Chews with rotary/side-to-side action m. Feeds self with fingers n. Holds and drinks from cup o. Brings spoon to mouth and eats food off of it p. Scoops food from dish with spoon q. Chews well r. No longer uses bottle or breast s. Feeds self without spilling (with almost no help) t. Drinks from straw u. Feeds self meal with spoon and cup as main utensils v. Distinguishes between edible and nonedible substances w. Begins to use fork x. Drinks from small glass held with one hand y. Gets drink unassisted (turns tap on and off) z. Pours liquid from one container into another <p>4-II. Self-Help Skills: Dressing</p> <ul style="list-style-type: none"> a. Cooperates in dressing and undressing b. Partially pulls shirt over head

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<ul style="list-style-type: none"> c. Removes loose clothing d. Unties shoes or hat as an act of undressing e. Unfastens clothing zipper that has a large pull tab f. Puts on hat g. Removes simple clothing (e.g., open shirt or jacket, stretch pants) h. Removes shoes i. Removes coat j. Puts on simple clothing (e.g., pants, shoes, socks) k. Puts on all clothing unaided, except for fasteners l. Undoes fasteners (e.g., large buttons, snaps, shoelaces) <p>4-III. Self-Help Skills: Grooming</p> <ul style="list-style-type: none"> a. Enjoys playing in water b. Does not drool c. Cooperates in washing and drying hands d. Allows teeth to be brushed e. Allows nose to be wiped f. Washes own hands g. Wipes nose if given a tissue h. Dries hands i. Brushes teeth with assistance j. Washes self with washcloth <p>4-IV. Self-Help Skills: Toileting</p> <ul style="list-style-type: none"> a. Indicates need for soiled diaper or pants to be changed b. Cooperates with diaper changing c. Stays dry for 2- to 3-hour periods during the day d. Urinates when placed on toilet e. Has bowel movement when placed on toilet f. Usually indicates need to toilet (rarely has bowel accidents) g. Uses toilet by self, except for cleaning after bowel movement
<i>Pre 3</i>			
SED. R.p3.2: Follows predictable classroom	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
routines and manages transitions positively most of the time when supported by an adult.			f. Adapts readily to changes in routine
Pre 4			
SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility f. Adapts readily to changes in routine
Kindergarten			
SED.R.K.4: Identifies activities scheduled for the day and how much time is spent on each.	N/A	N/A	N/A
SED.R.K.5: Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.	N/A	N/A	N/A
Play a developmentally appropriate role in classroom management and school governance			
Young Infant			
SED.R.i.1: Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language
Mobile Infant			
SED.R.mi.3: Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility f. Moves away from the primary caregiver who is in same room k. Explores
		Communication	14. Conversation Skills m. Notices and vocalizes when primary caregiver prepares to leave t. Seeks adult’s assistance in exploring the environment by vocalizing, pointing, or using other communicative signals
Toddler			
SED.R.t.3: Feels comfortable in a variety of places with familiar adults nearby.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility l. Tolerates being taken into a variety of environments
SED.R.t.4: Continues to play when familiar adult leaves area.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility g. Moves partially out of the primary caregiver’s sight for short periods of play
Pre 3			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
SED.R.p3.3: Demonstrates confidence by participating in familiar classroom routines.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility f. Adapts readily to changes in routine
SED.R.p3.4: Interacts with familiar adults with varying degrees of comfort.	Preschoolers	Personal-Social	2. Interpersonal Skills i. Responds appropriately to social contact made by familiar adults
SED.R.p3.5: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility b. Plays comfortably in a small group of children 2. Interpersonal Skills c. Works collaboratively toward a goal with peers
<i>Pre 4</i>			
SED.R.p4.3: Demonstrates confidence by participating in most classroom activities.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility b. Plays comfortably in a small group of children f. Adapts readily to changes in routine j. Responds appropriately to instructions given in a small group
SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.	Preschoolers	Personal-Social	2. Interpersonal Skills i. Responds appropriately to social contact made by familiar adults
SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.	Preschoolers	Personal-Social	2. Interpersonal Skills c. Works collaboratively toward a goal with peers w. Plays cooperatively with peers for extended periods without requiring adult intervention
<i>Kindergarten</i>			
SED.R.K.6: Participate in individual roles and responsibilities in the classroom and in school.	N/A	N/A	N/A
SED.R.K.7: Recognize the various roles of the personnel that govern the school (all staff).	N/A	N/A	N/A
Develop, implement and model effective problem solving skills			
<i>Young Infant</i>			
SED.R.i.2: See ATL.i.10	N/A	N/A	N/A
<i>Mobile Infant</i>			
SED.R.mi.4: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility i. Plays alone with toys for 15 minutes m. Avoids common dangers o. Knows what toys can and cannot do and uses them

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			appropriately 2. Interpersonal Skills n. Tries to please others
<i>Toddler</i>			
SED.R.t.5: See SED.R.t.1	N/A	N/A	N/A
<i>Pre 3</i>			
SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	Preschoolers	Personal-Social	2. Interpersonal Skills aa. Asserts self in socially acceptable ways
SED.R.p3.7: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.	Preschoolers	Personal-Social	2. Interpersonal Skills a. Negotiates with peers about toys (may trade) p. Negotiates conflicts verbally
<i>Pre 4</i>			
SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.	Preschoolers	Personal-Social	3. Self Concept h. Describes own feelings
SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.	Preschoolers	Personal-Social	2. Interpersonal Skills p. Negotiates conflicts verbally
<i>Kindergarten</i>			
SED.R.K.8: Develop self-control skills (e.g., stop, take a deep breath and relax).	N/A	N/A	N/A
SED.R.K.9: Identify and illustrate the problem.	N/A	N/A	N/A
SED.R.K.10: Identify desired outcome.	N/A	N/A	N/A
SED.R.K.11: Identify possible solutions and the pros and cons of each solution.	N/A	N/A	N/A
SED.R.K.11: Identify and select the best solution.	N/A	N/A	N/A
SED.R.K.12: Put the solution into action.	N/A	N/A	N/A
SED.R.K.13: Reflect on the outcome of the solution.	N/A	N/A	N/A
Personal Development: SED.PD.			
SELF-AWARENESS			
Understand and analyze thoughts and emotions			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
<i>Young Infant</i>			
SED.PD.i.1 Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills <ul style="list-style-type: none"> a. Smiles to auditory and tactile stimulation b. Smiles reciprocally c. Smiles at familiar person d. Laughs e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language 3. Self-Concept <ul style="list-style-type: none"> e. Says “no” or otherwise indicates refusal f. Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint (four or more) t. Shows guilt or shame over accidents or prohibited behavior
<i>Mobile Infant</i>			
SED.PD.mi.1 Communicates a variety of emotions purposefully and intentionally.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills <ul style="list-style-type: none"> a. Smiles to auditory and tactile stimulation b. Smiles reciprocally c. Smiles at familiar person d. Laughs e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language 3. Self-Concept <ul style="list-style-type: none"> e. Says “no” or otherwise indicates refusal f. Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint (four or more) t. Shows guilt or shame over accidents or prohibited behavior
<i>Toddler</i>			
SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express simple (e.g., happy, sad, mad, afraid) and more complex emotions (e.g., pride, embarrassment, shame and guilt).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills <ul style="list-style-type: none"> a. Smiles to auditory and tactile stimulation b. Smiles reciprocally c. Smiles at familiar person d. Laughs e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			3. Self-Concept e. Says “no” or otherwise indicates refusal f. Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint (four or more) t. Shows guilt or shame over accidents or prohibited behavior
<i>Pre 3</i>			
SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.	Preschoolers	Personal-Social	2. Interpersonal Skills m. Labels feelings of peers and responds to them t. Shows awareness of other people’s feelings aa. Asserts self in socially acceptable ways cc. Demonstrates an interest in people outside of the family and immediate circle of friends 3. Self Concept h. Describes own feelings j. Talks about own feelings in relation to events
SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.	Preschoolers	Personal-Social	2. Interpersonal Skills m. Labels feelings of peers and responds to them t. Shows awareness of other people’s feelings aa. Asserts self in socially acceptable ways cc. Demonstrates an interest in people outside of the family and immediate circle of friends 3. Self Concept h. Describes own feelings j. Talks about own feelings in relation to events
<i>Pre 4</i>			
SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.	Preschoolers	Personal-Social	2. Interpersonal Skills m. Labels feelings of peers and responds to them t. Shows awareness of other people’s feelings aa. Asserts self in socially acceptable ways cc. Demonstrates an interest in people outside of the family and immediate circle of friends 3. Self Concept h. Describes own feelings j. Talks about own feelings in relation to events
SED.PD.p4.2: Expresses and responds to a	Preschoolers	Personal-Social	2. Interpersonal Skills

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
range of emotions in socially acceptable ways.			m. Labels feelings of peers and responds to them t. Shows awareness of other people's feelings aa. Asserts self in socially acceptable ways cc. Demonstrates an interest in people outside of the family and immediate circle of friends 3. Self Concept h. Describes own feelings j. Talks about own feelings in relation to events
<i>Kindergarten</i>			
SED.R.K.14: Identify and describe basic emotions.	N/A	N/A	N/A
SED.R.K.15: Identify situations that might evoke emotional responses.	N/A	N/A	N/A
SED.R.K.16: Identify positive and negative emotions.	N/A	N/A	N/A
Identify and assess personal qualities and external supports			
<i>Young Infant</i>			
SED.PD.i.2: Begins to understand self as separate person from others.	Infants & Toddlers	Personal-Social	3. Self-Concept a. Responds to name d. Recognizes self and others in mirror
<i>Mobile Infant</i>			
SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.	Infants & Toddlers	Personal-Social	3. Self-Concept d. Recognizes self and others in mirror h. Identifies objects as "mine" m. Distinguishes and names self in photographs
<i>Toddler</i>			
SED.PD.t.2: Shows awareness of self as belonging to one or more groups.	Infants & Toddlers	Personal-Social	3. Self-Concept p. Knows age (tells or holds up fingers) q. Tells own first name r. Answers correctly when asked if he or she is a boy or a girl
SED.PD.t.3: Identifies own feelings, needs and interests.	Infants & Toddlers	Personal-Social	3. Self-Concept f. Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint (four or more)
<i>Pre 3</i>			
SED.PD. P3.3: Describes self by using several	Preschoolers	Personal-Social	3. Self Concept

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
basic characteristics.			c. Knows age (tells or holds up fingers) d. Tells own first name e. Answers correctly when asked if he or she is a boy or a girl
SED.PD.p3.4: States basic personal information (e.g., name and age).	Preschoolers	Personal-Social	3. Self Concept c. Knows age (tells or holds up fingers) d. Tells own first name e. Answers correctly when asked if he or she is a boy or a girl
SED.PD.p3.5: Displays awareness of own thoughts and feelings.	Preschoolers	Personal-Social	3. Self Concept h. Describes own feelings
Pre 4			
SED.PD.p4.3: Describes characteristics of self and others.	Preschoolers	Personal-Social	3. Self Concept c. Knows age (tells or holds up fingers) d. Tells own first name e. Answers correctly when asked if he or she is a boy or a girl n. Identifies own strengths and abilities
SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).	Preschoolers	Personal-Social	2. Interpersonal Skills aa. Asserts self in socially acceptable ways 3. Self Concept c. Knows age (tells or holds up fingers) d. Tells own first name e. Answers correctly when asked if he or she is a boy or a girl
		Cognition	5. Attention & Memory: Visual/Spatial g. Remembers incidental information
Kindergarten			
SED.R.K.17: Identify personal likes and dislikes.	N/A	N/A	N/A
SED.R.K.18: Identify personal strengths and weaknesses.	N/A	N/A	N/A
SED.R.K.19: Identify consequences of behaviors.	N/A	N/A	N/A
SED.R.K.20: Ask clarifying questions.	N/A	N/A	N/A
SED.R.K.21: Identify positive responses to problems (e.g., get help, try harder, use a	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
different solution).			
SED.R.K.22: Identify people, places and other resources to go for help (e.g., parents, relatives, school personnel).	N/A	N/A	N/A
SELF-MANAGEMENT			
Understand and practice strategies for managing thoughts and behaviors			
Young Infant			
SED.PD.i.3: Comforts self in by rocking body or other simple ways.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility d. Comforts self
SED.PD.i.4: Communicates needs for help through vocalizations and gestures.	Infants & Toddlers	Communication	14. Conversation Skills t. Seeks adult’s assistance in exploring the environment by vocalizing, pointing, or using other communicative signals
		Personal-Social	2. Interpersonal Skills e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language
Mobile Infant			
SED.PD.mi.3: Comforts self in a variety of ways.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility d. Comforts self
SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills f. Responds differently to family members and strangers
		Communication	14. Conversation Skills m. Notices and vocalizes when primary caregiver prepares to leave
Toddler			
SED.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility a. Stops crying when sees or touches bottle or breast b. Can be comforted by being spoken to, held, or rocked
SED.PD.t.5: Seeks close proximity to familiar adults for security and support, especially when distressed.	Infants & Toddlers	Communication	14. Conversation Skills m. Notices and vocalizes when primary caregiver prepares to leave
Pre 3			
SED.PD.p3.6: Makes known personal needs and desires.	Preschoolers	Personal-Social	3. Self Concept h. Describes own feelings
SED.PD.p3.7: Begins to be able to release	Preschoolers	Personal-Social	2. Interpersonal Skills

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.			i. Responds appropriately to social contact made by familiar adults
<i>Pre 4</i>			
SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time.	Preschoolers	Personal-Social	2. Interpersonal Skills aa. Asserts self in socially acceptable ways 3. Self Concept f. Is selective about what tasks he or she will and will not try (recognizes limitations)
SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.	Preschoolers	Communication	14. Conversation Skills c. Requests assistance
<i>Kindergarten</i>			
SED.R.K.23: Describe and practice sending effective verbal and non-verbal messages.	N/A	N/A	N/A
SED.R.K.24: Describe and practice sending effective verbal and non-verbal messages.	N/A	N/A	N/A
SED.R.K.25: Recognize behavior choices in response to situations.	N/A	N/A	N/A
Reflect on perspectives and emotional responses			
<i>Young Infant</i>			
SED.PD.i.5: Imitates the expression of feelings of those around them.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills b. Smiles reciprocally m. Shows affection s. Responds appropriately to social contact made by familiar adults
<i>Mobile Infant</i>			
SED.PD.mi.5: Demonstrates an awareness of others' feelings (e.g., cries or grimaces at the discomfort of others; matches facial expression of caregiver).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills b. Smiles reciprocally m. Shows affection s. Responds appropriately to social contact made by familiar adults
<i>Toddler</i>			
SED.PD.t.6 Demonstrates increasing awareness of others' feelings	Infants & Toddlers	Personal-Social	2. Interpersonal Skills b. Smiles reciprocally m. Shows affection s. Responds appropriately to social contact made by

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			familiar adults
SED.PD.t.7 May respond to peer's distress by doing something to make him/her feel better (e.g., say "hug" to crying peer; offer peer their blanket or toy).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills t. Tries to comfort others in distress
<i>Pre 3</i>			
SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.	Preschoolers	Personal-Social	3. Self Concept b. Makes positive statements about self h. Describes own feelings
<i>Pre 4</i>			
SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.	Preschoolers	Personal-Social	3. Self Concept h. Describes own feelings
<i>Kindergarten</i>			
SED.R.K.26: Describe common responses to failures and disappointments.	N/A	N/A	N/A
Set, monitor, adapt and evaluate goals to achieve success in school and life			
<i>Young Infant</i>			
See ATL.i.4	N/A	N/A	N/A
<i>Mobile Infant</i>			
SED.PD.mi.6: Seeks to achieve a specific goal (e.g., stretches to reach toy).	Infants & Toddlers	Personal-Social	4-II. Self-Help Skills: Dressing b. Partially pulls shirt over head
		Cognition	5. Attention & Memory: Visual/Spatial g. Pulls cloth from face h. Pulls cloth from caregiver's face 8. Problem Solving/Reasoning e. Persists in efforts to obtain an object or create an effect f. Repeats activities that elicit interesting reactions from others g. Looks for or reaches toward objects that make a noise while falling from view h. Looks for or reaches toward objects that fall quietly from view i. Looks or moves in correct direction for objects that fall and roll or bounce to a new location j. Overcomes obstacles to get toys

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			k. Plays with a variety of toys to produce effects
See ATL.mi.3	N/A	N/A	N/A
<i>Toddler</i>			
See ATL.t.4	N/A	N/A	N/A
<i>Pre 3</i>			
SED.PD.p3.9: Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.	Preschoolers	Personal-Social	3. Self Concept a. Shows pride in achievements
<i>Pre 4</i>			
SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility d. Puts away toys neatly when asked (may have to be reminded) e. Follows rules given by adults for new activities or simple games i. Performs simple chores (may have to be reminded or supervised) k. Buys simple objects in store without help (i.e., gets object or has clerk get object, gives money, and waits for change) l. Answers telephone appropriately and calls person to telephone 2. Interpersonal Skills w. Plays cooperatively with peers for extended periods without requiring adult intervention z. Spontaneously takes turns and shares 3. Self Concept f. Is selective about what tasks he or she will and will not try (recognizes limitations)
<i>Kindergarten</i>			
SED.R.K.27: Define success and the process of goal setting.	N/A	N/A	N/A
SED.R.K.28: Identify personal goals and home goals (e.g., dreams, aspirations, hopes).	N/A	N/A	N/A
SED.R.K.29: Identify factors that lead to goal achievement and success (e.g., confidence, motivation, understanding).	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
SED.R.K.30: Identify specific steps for achieving a particular goal.	N/A	N/A	N/A
Social Development: SED.SD.			
SOCIAL AWARENESS			
Demonstrate awareness of the thoughts, feelings and perspective of others.			
<i>Young Infant</i>			
SED.SD.i.1: Reacts to emotional expressions of others.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills k. Laughs or smiles at adults who are engaging in unexpected behaviors m. Shows affection n. Tries to please others u. Spontaneously shares with peers, often briefly x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) z. Expresses affection and/or preference for some peers aa. Expresses regret when another child is hurt or experiences unpleasantness
<i>Mobile Infant</i>			
SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills k. Laughs or smiles at adults who are engaging in unexpected behaviors m. Shows affection n. Tries to please others u. Spontaneously shares with peers, often briefly x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) z. Expresses affection and/or preference for some peers aa. Expresses regret when another child is hurt or experiences unpleasantness
<i>Toddler</i>			
SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills i. Shows an interest in other children—tries to attract their attention through eye gaze, smiles, and vocalizations

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			3. Self-Concept f. Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint (four or more) t. Shows guilt or shame over accidents or prohibited behavior
SED.SD.t.2: Responds in caring ways to another's distress in some situations.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills t. Tries to comfort others in distress aa. Expresses regret when another child is hurt or experiences unpleasantness
<i>Pre 3</i>			
SED.SD.p3.1: Expresses concern for the needs of others and people in distress.	Preschoolers	Personal-Social	2. Interpersonal Skills e. Expresses regret when another child is hurt or experiences unpleasantness v. Recognizes another's need for help and gives assistance
SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).	Preschoolers	Personal-Social	3. Self Concept h. Describes own feelings j. Talks about own feelings in relation to events
<i>Pre 4</i>			
SED.SD.p4.1: Demonstrates an understanding of and responds to needs of others and people in distress.	Preschoolers	Personal-Social	2. Interpersonal Skills e. Expresses regret when another child is hurt or experiences unpleasantness i. Responds appropriately to social contact made by familiar adults r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play t. Shows awareness of other people's feelings v. Recognizes another's need for help and gives assistance cc. Demonstrates an interest in people outside of the family and immediate circle of friends
SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	Preschoolers	Personal-Social	2. Interpersonal Skills b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
Kindergarten			
SED.SD.K.1: Identify a range of emotions in others (e.g., identify “sad” by facial expression; identify “mad” by tone of voice).	N/A	N/A	N/A
SED.SD.K.2: Identify possible causes for emotions (e.g., losing dog may make you “sad,” your birthday may make you “happy”).	N/A	N/A	N/A
SED.SD.K.3: Identify possible behaviors and anticipate reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).	N/A	N/A	N/A
SED.SD.K.4: Identify healthy personal hygiene habits.	N/A	N/A	N/A
Demonstrate awareness of cultural issues and a respect for human dignity and differences			
Young Infant			
SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills s. Responds appropriately to social contact made by familiar adults
		Cognition	5. Attention & Memory: Visual/Spatial f. Shows anticipation of regularly occurring events in everyday care v. Recognizes familiar toys, people (in addition to family members and regular caregivers), and places
Mobile Infant			
SED.SD.mi.2: Identifies similarities and differences in objects and people by showing and pointing.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills f. Responds differently to family members and strangers
		Cognition	5. Attention & Memory: Visual/Spatial cc. Recognizes the covers of several books and labels them dd. Recognizes familiar signs ee. Identifies (points to) object or picture shown briefly and shown again in an array of three ff. Identifies (points to) object or picture shown briefly and shown again in an array of four
Toddler			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills a. Smiles to auditory and tactile stimulation c. Smiles at familiar person i. Shows an interest in other children—tries to attract their attention through eye gaze, smiles, and vocalizations 3. Self-Concept f. Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint (four or more) s. Is selective about what tasks he or she will and will not try (recognizes limitations)
SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial v. Recognizes familiar toys, people (in addition to family members and regular caregivers), and places
<i>Pre 3</i>			
SED.SD.p3.3: Compares own characteristics with those of others.	Preschoolers	Personal-Social	2. Interpersonal Skills b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play cc. Demonstrates an interest in people outside of the family and immediate circle of friends
<i>Pre 4</i>			
SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Preschoolers	Personal-Social	2. Interpersonal Skills r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play cc. Demonstrates an interest in people outside of the family and immediate circle of friends
SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	Preschoolers	Personal-Social	2. Interpersonal Skills p. Negotiates conflicts verbally q. Listens to peers and discusses ideas or observations r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			playing in pretend play t. Shows awareness of other people's feelings aa. Asserts self in socially acceptable ways
<i>Kindergarten</i>			
SED.SD.K.5: Describe ways that people are similar and different.	N/A	N/A	N/A
SED.SD.K.6: Use respectful language and actions with conflict or differences of opinion.	N/A	N/A	N/A
INTERPERSONAL SKILLS			
Demonstrate communication and social skills to interact effectively			
<i>Young Infant</i>			
SED.SD.i.3: Shows interest in other children.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills i. Shows an interest in other children—tries to attract their attention through eye gaze, smiles, and vocalizations
SED.SD.i.4: Repeats actions that elicit social responses from others.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills h. Repeats activity that elicits laughter from observer(s)
<i>Mobile Infant</i>			
SED.SD.mi.3: Briefly engages in simple interaction with another child.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills p. Plays simple interactive games with other children u. Spontaneously shares with peers, often briefly
<i>Toddler</i>			
SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills o. Plays alongside other children (some exchange of toys)
<i>Pre 3</i>			
SED.SD.p.3.4: Follows rules and simple directions (1-2 steps).	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility e. Follows rules given by adults for new activities or simple games
SED.SD.p.3.5: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).	Preschoolers	Personal-Social	2. Interpersonal Skills h. Takes turn most of the time if reminded l. Cooperates with peers to develop a theme for imaginative play m. Labels feelings of peers and responds to them n. Plays group games with other children without

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			constant adult supervision o. Plays simple board or card games with other children with adult supervision p. Negotiates conflicts verbally q. Listens to peers and discusses ideas or observations r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play t. Shows awareness of other people's feelings w. Plays cooperatively with peers for extended periods without requiring adult intervention
SED.SD.p3.6: Begins to participate in conversational turn taking.	Preschoolers	Personal-Social	2. Interpersonal Skills h. Takes turn most of the time if reminded
<i>Pre 4</i>			
SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).	Preschoolers	Personal-Social	2. Interpersonal Skills h. Takes turn most of the time if reminded l. Cooperates with peers to develop a theme for imaginative play m. Labels feelings of peers and responds to them n. Plays group games with other children without constant adult supervision o. Plays simple board or card games with other children with adult supervision p. Negotiates conflicts verbally q. Listens to peers and discusses ideas or observations r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play t. Shows awareness of other people's feelings w. Plays cooperatively with peers for extended periods without requiring adult intervention
SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said.	Preschoolers	Personal-Social	2. Interpersonal Skills h. Takes turn most of the time if reminded q. Listens to peers and discusses ideas or observations
SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.	Preschoolers	Personal-Social	2. Interpersonal Skills aa. Asserts self in socially acceptable ways

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			bb. Plans/creates games that have rules with peers cc. Demonstrates an interest in people outside of the family and immediate circle of friends
SED.SD.p4.8: Invites other children to join groups or activities.	Preschoolers	Personal-Social	2. Interpersonal Skills aa. Asserts self in socially acceptable ways bb. Plans/creates games that have rules with peers cc. Demonstrates an interest in people outside of the family and immediate circle of friends
<i>Kindergarten</i>			
SED.SD.K.7: Follow rules that respect classmates' needs and use polite language (e.g., wait for their turn, stand in line, let classmate finish speaking).	N/A	N/A	N/A
SED.SD.K.8: Use "I" statements.	N/A	N/A	N/A
SED.SD.K.9: Pay attention to others when they are speaking.	N/A	N/A	N/A
SED.SD.K.10: Understand the importance of respecting personal space.	N/A	N/A	N/A
SED.SD.K.11: Recognize how facial expressions, body language and tone communicate feelings.	N/A	N/A	N/A
SED.SD.K.12: Take turns and practice sharing.	N/A	N/A	N/A
SED.SD.K.13: Practice sharing encouraging comments.	N/A	N/A	N/A
SED.SD.K.14: Identify and demonstrate good manners.	N/A	N/A	N/A
Develop and maintain positive relationships			
<i>Young Infant</i>			
SED.SD.i.5: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language j. Initiates playing games l. Spontaneously shares with adults m. Shows affection n. Tries to please others q. Helps with simple household tasks

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			r. Approaches peer or adult to initiate play s. Responds appropriately to social contact made by familiar adults
<i>Mobile Infant</i>			
SED.SD.mi.4: Participates in routines and experiences that involve mutual give and take interactions with familiar adults.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language k. Laughs or smiles at adults who are engaging in unexpected behaviors l. Spontaneously shares with adults n. Tries to please others s. Responds appropriately to social contact made by familiar adults bb. Requests permission
<i>Toddler</i>			
SED.SD.t.6: Seeks out trusted adult for comfort or support.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language f. Responds differently to family members and strangers k. Laughs or smiles at adults who are engaging in unexpected behaviors l. Spontaneously shares with adults m. Shows affection n. Tries to please others
SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills f. Responds differently to family members and strangers s. Responds appropriately to social contact made by familiar adults
<i>Pre 3</i>			
SED.SD.p3.7: Shows interest in having a friend.	Preschoolers	Personal-Social	2. Interpersonal Skills d. Expresses affection and/or preference for some peers k. Prefers interacting with peers to being with adults
<i>Pre 4</i>			
SED.SD.p4.9: Develops friendships with one or two preferred peers.	Preschoolers	Personal-Social	2. Interpersonal Skills d. Expresses affection and/or preference for some peers k. Prefers interacting with peers to being with adults

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	Preschoolers	Personal-Social	2. Interpersonal Skills b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) e. Expresses regret when another child is hurt or experiences unpleasantness i. Responds appropriately to social contact made by familiar adults j. Separates easily from parent or caregiver in familiar surroundings r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play s. Asks permission to use other people's belongings v. Recognizes another's need for help and gives assistance 3. Self Concept h. Describes own feelings j. Talks about own feelings in relation to events
SED.SD.p4.11: Adjusts behavior to different settings (e.g., "inside voice").	Preschoolers	Personal-Social	2. Interpersonal Skills aa. Asserts self in socially acceptable ways
<i>Kindergarten</i>			
SED.SD.K.15: Recognize how various relationships in life are different.	N/A	N/A	N/A
SED.SD.K.16: Identify and practice appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).	N/A	N/A	N/A
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
SED.SD.mi.5: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills s. Responds appropriately to social contact made by familiar adults
<i>Toddler</i>			
SED.SD.t.8: Demonstrates an increasing	Infants &	Personal-Social	1. Self-Regulation & Responsibility

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
capacity to manage actions and emotional expressions with guidance from adults.	Toddlers		d. Comforts self g. Moves partially out of the primary caregiver's sight for short periods of play i. Plays alone with toys for 15 minutes l. Tolerates being taken into a variety of environments 2. Interpersonal Skills u. Spontaneously shares with peers, often briefly z. Expresses affection and/or preference for some peers aa. Expresses regret when another child is hurt or experiences unpleasantness bb. Requests permission
SED.SD.t.9: Seeks adult assistance when encountering a problem.	Infants & Toddlers	Cognition	8. Problem Solving/Reasoning q. Uses adults to solve problems
<i>Pre 3</i>			
SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.	Preschoolers	Personal-Social	2. Interpersonal Skills a. Negotiates with peers about toys (may trade) p. Negotiates conflicts verbally
<i>Pre 4</i>			
SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	Preschoolers	Personal-Social	2. Interpersonal Skills a. Negotiates with peers about toys (may trade) p. Negotiates conflicts verbally
		Communication	14. Conversation Skills c. Requests assistance
SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	Preschoolers	Personal-Social	2. Interpersonal Skills c. Works collaboratively toward a goal with peers
<i>Kindergarten</i>			
SED.SD.K.17: Identify conflict.	N/A	N/A	N/A
SED.SD.K.18: Identify what actions cause conflict.	N/A	N/A	N/A
SED.SD.K.19: Identify appropriate and inappropriate ways to resolve conflict.	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills

Level

Domain

The Carolina Curriculum Sequence, Item

Communication and Literacy (CL)

Literature: CL:L.			
Key Ideas and Details			
Young Infant			
CL.L.i.1: Sits on adult’s lap while being read to and gazes at pictures in books and pats individual pictures.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory n. Attends to stories, repeating words and/or sounds
		Cognition	5. Attention & Memory: Visual/Spatial r. While sitting on a caregiver’s lap, attends to picture book for at least 5 minutes, patting the pictures or otherwise indicating interest ee. Identifies (points to) object or picture shown briefly and shown again in an array of three ff. Identifies (points to) object or picture shown briefly and shown again in an array of four
Mobile Infant			
CL.L.mi.1: Responds to a verbal prompt by pointing to requested picture (e.g., “Oh look there is a cow, can you show me the cow?”).	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial ee. Identifies (points to) object or picture shown briefly and shown again in an array of three ff. Identifies (points to) object or picture shown briefly and shown again in an array of four
		Communication	14. Conversation Skills dd. Answers simple questions with a verbal response, gesture, or sign
Toddler			
CL.L.t.1: With prompting and support, asks and answers simple questions about story content using pictures.	Infants & Toddlers	Communication	14. Conversation Skills dd. Answers simple questions with a verbal response, gesture, or sign ee. Asks simple questions with a vocalization or gesture ll. Responds appropriately to “where” and “why” questions
CL.L.t.2: Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear’s chair?” C: “It broke”).	Infants & Toddlers	Communication	14. Conversation Skills hh. Uses word or sign combinations to describe remote events jj. Sustains conversation for several turns
Pre 3			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content.	Preschoolers	Communication	14. Conversation Skills h. Responds appropriately to “where” and “why” questions m. Answers “what is,” “whose,” “who,” and “how many” questions appropriately (if not correctly) o. Responds appropriately to “what do you do” and “why do we” questions w. Asks and responds appropriately to “how far” questions
CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory h. Recalls one or two elements from an unfamiliar story just read (without prompts) i. Recalls three to four elements from an unfamiliar story just read (without prompts) k. Recalls most of the essential elements in an unfamiliar story just read l. Tells two familiar stories without pictures for help (includes all important parts)
<i>Pre 4</i>			
CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text.	Preschoolers	Communication	14. Conversation Skills h. Responds appropriately to “where” and “why” questions m. Answers “what is,” “whose,” “who,” and “how many” questions appropriately (if not correctly) o. Responds appropriately to “what do you do” and “why do we” questions w. Asks and responds appropriately to “how far” questions
CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory h. Recalls one or two elements from an unfamiliar story just read (without prompts) i. Recalls three to four elements from an unfamiliar story just read (without prompts) k. Recalls most of the essential elements in an unfamiliar story just read l. Tells two familiar stories without pictures for help

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			(includes all important parts)
CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory h. Recalls one or two elements from an unfamiliar story just read (without prompts) i. Recalls three to four elements from an unfamiliar story just read (without prompts) k. Recalls most of the essential elements in an unfamiliar story just read l. Tells two familiar stories without pictures for help (includes all important parts)
<i>Kindergarten</i>			
RL.K.1: With prompting and support, ask and answer questions about key details in a text.	N/A	N/A	N/A
RL.K.2: With prompting and support, retell familiar stories, including key details.	N/A	N/A	N/A
RL.K.3: With prompting and support, identify characters, settings and major events in a story.	N/A	N/A	N/A
Craft and Structure			
<i>Young Infant</i>			
CL.L.i.2: Shows interest in books, pictures, songs and rhyming (e.g., cuddles and looks at caregiver's face while being read to, follows caregivers gaze to look at a picture in a book, babbles while being read to).	Infants & Toddlers	Communication	14. Conversation Skills w. Directs caregiver to provide information through pointing, a questioning look, vocal inflection, and/or words
<i>Mobile Infant</i>			
CL.L.mi.2: Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise).	Infants & Toddlers	Communication	14. Conversation Skills g. Indicates interest in toy or object through eye gaze, reaching, or vocalization r. Plays reciprocal games (e.g., Peek-a-boo, clapping, taking turns making sounds) jj. Sustains conversation for several turns
		Fine Motor	18. Grasp & Manipulation g. Reaches out and grasps objects near body 19. Bilateral Skills h. Claps hands

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
		Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound
<i>Toddler</i>			
CL.L.t.3: Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story).	Infants & Toddlers	Communication	14. Conversation Skills a. Smiles to person who is talking and/or gesturing e. Laughs h. Requests continued action of familiar toy, song, or activity by body movements, eye contact, and/or vocalizations k. Makes requests by directing caregiver's attention
<i>Pre 3</i>			
CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book.	Preschoolers	Communication	14. Conversation Skills h. Responds appropriately to "where" and "why" questions m. Answers "what is," "whose," "who," and "how many" questions appropriately (if not correctly) o. Responds appropriately to "what do you do" and "why do we" questions w. Asks and responds appropriately to "how far" questions
CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory a. Joins in saying nursery rhymes (repeats parts of them) g. Sings songs or says rhymes of 10–15 lines some lines may be repeated)
CL.L.p3.5: Understands that books have both illustrations and print.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory h. Recalls one or two elements from an unfamiliar story just read (without prompts)
<i>Pre 4</i>			
CL.L.p4.4: Asks and answers questions about unknown words in a text.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive j. Defines two or more simple words using at least one descriptor k. Defines five or more simple words using at least one descriptor o. Asks word meanings or otherwise Indicates awareness that words have meanings
		Cognition	8. Problem Solving/Reasoning

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			q. Reasons about experiences and asks and answers questions
CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory a. Joins in saying nursery rhymes (repeats parts of them) c. Independently says or acts out parts of rhymes or songs d. Notices and reacts to changes in familiar rhymes, songs, or stories j. Identifies the melody of a familiar song (names the tune)
		Communication	14. Conversation Skills p. Reads a story aloud to self or another person while looking at pictures in a book
CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator.	Preschoolers	Communication	14. Conversation Skills n. Names three or more elements or describes what is happening when asked to tell all about a picture or storybook
<i>Kindergarten</i>			
RL.K.4: Ask and answer questions about unknown words in a text.	N/A	N/A	N/A
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).	N/A	N/A	N/A
RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	N/A	N/A	N/A
Integration of Knowledge and Ideas			
<i>Young Infant</i>			
CL.L.i.3: Shows interest in photographs of familiar people/objects.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial a. Visually fixates for at least 3 seconds b. Visually tracks object horizontally (from side to side) c. Visually tracks object vertically (from head to stomach) d. Visually tracks object in a circle e. Gaze lingers where object or person disappears v. Recognizes familiar toys, people (in addition to family members and regular caregivers), and places

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			ee. Identifies (points to) object or picture shown briefly and shown again in an array of three ff. Identifies (points to) object or picture shown briefly and shown again in an array of four
<i>Mobile Infant</i>			
CL.L.mi.3: Randomly points to familiar pictures in a book.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial v. Recognizes familiar toys, people (in addition to family members and regular caregivers), and places
CL.L.mi.4: Names familiar people/objects in photographs.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial gg. Tells the name of object or picture shown briefly in a group of two and then hidden
<i>Toddler</i>			
CL.L.t.4: Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory q. Anticipates parts of rhymes or songs
CL.L.t.5: Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial hh. Remembers incidental information
<i>Pre 3</i>			
CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.	Preschoolers	Communication	14. Conversation Skills e. Comments on appearance or disappearance of objects or people g. Reads books to others by making multiple-word utterances l. Describes events occurring in the environment
CL.L.p3.7: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).	Preschoolers	Communication	14. Conversation Skills e. Comments on appearance or disappearance of objects or people g. Reads books to others by making multiple-word utterances u. Communicates knowledge about the world to peers and adults
<i>Pre 4</i>			
CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the	Preschoolers	Communication	14. Conversation Skills q. Describes functions of objects

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
story.	Preschoolers		t. Creates interest in a listener by indirect references
		Cognition	5. Attention & Memory: Visual/Spatial o. Describes events that happened in the past s. Can recall the names of 8–10 pictures when shown an array of 18–20
CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.		Communication	14. Conversation Skills r. Communicates cause-and-effect relationships
		Cognition	5. Attention & Memory: Visual/Spatial g. Remembers incidental information
<i>Kindergarten</i>			
RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	N/A	N/A	N/A
RL.K.8: Not applicable to Literature.	N/A	N/A	N/A
RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	N/A	N/A	N/A
Range of Reading and Level of Text Complexity			
<i>Young Infant</i>			
CL.L.i.4: Listens briefly to stories being read by an adult.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory n. Attends to stories, repeating words and/or sounds
<i>Mobile Infant</i>			
CL.L.mi.5: Listens to stories being read by an adult.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory n. Attends to stories, repeating words and/or sounds
<i>Toddler</i>			
CL.L.t.6 : Engages in reading activities with an adult and possibly one or two peers.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory n. Attends to stories, repeating words and/or sounds
		Personal-Social	2. Interpersonal Skills o. Plays alongside other children (some exchange of toys)
<i>Pre 3</i>			
CL.L.p3.8: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility b. Plays comfortably in a small group of children j. Responds appropriately to instructions given in a small

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
be read, giggles when hears something funny read in the story).			group
<i>Pre 4</i>			
CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	Preschoolers	Personal-Social	2. Interpersonal Skills c. Works collaboratively toward a goal with peers
<i>Kindergarten</i>			
RL.K.10: Actively engage in group reading activities with purpose and understanding.	N/A	N/A	N/A
Informational Text (Non-Fiction): CL.IT.			
Key Ideas and Details			
<i>Young Infant</i>			
CL.IT.i.1: See CL.L.i.1.	N/A	N/A	N/A
<i>Mobile Infant</i>			
CL.IT.mi.1: Responds to a verbal prompt by pointing to requested picture. (e.g., "Oh look there is a cow, can you show me the cow?")	Infants & Toddlers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive a. Points to three objects or people on request c. Points to most common objects on request d. Points to three pictures of animals or objects on request h. Points to 15 or more pictures of animals and/or common objects on request
<i>Toddler</i>			
CL.IT.t.1: With prompting and support, asks and answers simple questions about text using pictures.	Infants & Toddlers	Communication	14. Conversation Skills dd. Answers simple questions with a verbal response, gesture, or sign ee. Asks simple questions with a vocalization or gesture ff. Asks yes/no questions with appropriate inflection
CL.IT.t.2: Retells some information from a familiar text using pictures or props as a support with close adult prompting (e.g., T: Here is a picture of a fire truck, what do you know about fire trucks?).	Infants & Toddlers	Communication	14. Conversation Skills hh. Uses word or sign combinations to describe remote events
		Cognition/ Communication	12. Attention & Memory: Auditory t. Independently says or acts out parts of rhymes or songs

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
Pre 3			
CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text.	Preschoolers	Communication	14. Conversation Skills h. Responds appropriately to “where” and “why” questions m. Answers “what is,” “whose,” “who,” and “how many” questions appropriately (if not correctly) n. Names three or more elements or describes what is happening when asked to tell all about a picture or storybook o. Responds appropriately to “what do you do” and “why do we” questions s. Asks questions related to another person’s statement in order to maintain a conversation w. Asks and responds appropriately to “how far” questions
		Cognition	8. Problem Solving/Reasoning k. Answers questions (or points to pictures) to indicate where things come from or what they are made of p. Imagines and describes what will happen next in an unfamiliar story or picture
CL.IT.p3.2: Retells some details of the text using pictures or props as a support.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial g. Remembers incidental information o. Describes events that happened in the past s. Can recall the names of 8–10 pictures when shown an array of 18–20 8. Problem Solving/Reasoning l. Describes simple absurdities seen in pictures or real life
		Cognition/ Communication	12. Attention & Memory: Auditory h. Recalls one or two elements from an unfamiliar story just read (without prompts) i. Recalls three to four elements from an unfamiliar story just read (without prompts) k. Recalls most of the essential elements in an unfamiliar story just read
Pre 4			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial g. Remembers incidental information o. Describes events that happened in the past s. Can recall the names of 8–10 pictures when shown an array of 18–20 8. Problem Solving/Reasoning l. Describes simple absurdities seen in pictures or real life
		Cognition/ Communication	12. Attention & Memory: Auditory h. Recalls one or two elements from an unfamiliar story just read (without prompts) i. Recalls three to four elements from an unfamiliar story just read (without prompts) k. Recalls most of the essential elements in an unfamiliar story just read
CL.IT.p4.2: With prompting and support, retells key details of a text.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial g. Remembers incidental information o. Describes events that happened in the past s. Can recall the names of 8–10 pictures when shown an array of 18–20 8. Problem Solving/Reasoning l. Describes simple absurdities seen in pictures or real life
		Cognition/ Communication	12. Attention & Memory: Auditory h. Recalls one or two elements from an unfamiliar story just read (without prompts) i. Recalls three to four elements from an unfamiliar story just read (without prompts) k. Recalls most of the essential elements in an unfamiliar story just read
CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.	Preschoolers	Communication	14. Conversation Skills n. Names three or more elements or describes what is happening when asked to tell all about a picture or storybook
<i>Kindergarten</i> (Kansas State Standard: Reading Informational Text: RI)			
RI.K.1: With prompting and support, ask and	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
answer questions about key details in a text.			
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	N/A	N/A	N/A
RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	N/A	N/A	N/A
Craft and Structure			
Young Infant			
CL.IT.i.2: Shows interest in books and pictures (e.g., cuddles and looks at caregiver’s face while being read to; follows caregiver’s gaze to look at a picture in a book; babbles while being read to).	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory n. Attends to stories, repeating words and/or sounds
Mobile Infant			
CL.IT.mi.2: Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to a picture of a dog and makes a barking noise).	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory r. Joins in saying nursery rhymes (repeats parts of them)
		Cognition	5. Attention & Memory: Visual/Spatial r. While sitting on a caregiver’s lap, attends to picture book for at least 5 minutes, patting the pictures or otherwise indicating interest
Toddler			
CL.IT.t.3: Exhibits curiosity and interest in learning new vocabulary.	Infants & Toddlers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive q. Listens carefully to new words (may ask for repetition) 12. Attention & Memory: Auditory u. Notices and reacts to changes in familiar rhymes, songs, or stories
		Cognition	5. Attention & Memory: Visual/Spatial r. While sitting on a caregiver’s lap, attends to picture book for at least 5 minutes, patting the pictures or otherwise indicating interest
CL.IT.t.4: Identifies the front cover of a book in order to orient the book correctly for reading.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial cc. Recognizes the covers of several books and labels them
Pre 3			
CL.IT.p3.3: Exhibits curiosity and interest in	Preschoolers	Communication	14. Conversation Skills

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
learning new vocabulary.			s. Asks questions related to another person's statement in order to maintain a conversation t. Creates interest in a listener by indirect references
CL.IT.p3.4: Identifies the front and back cover of a book.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial b. Recognizes the covers of several books and labels them
CL.IT.p3.5: Understands that books have both illustrations and print.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial g. Remembers incidental information
<i>Pre 4</i>			
CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition) g. Repeats new words to self h. Names pictures of objects not in daily environment o. Asks word meanings or otherwise Indicates awareness that words have meanings q. Uses new word in conversation soon after hearing the word or having been told the meaning of the words
CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial g. Remembers incidental information
		Cognition/ Communication	11. Concepts/Vocabulary: Expressive v. Names a class of objects from its members
CL.IT.P6: With prompting and support describes the role of an author and an illustrator.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive v. Names a class of objects from its members
<i>Kindergarten</i> (Kansas State Standard: Reading Informational Text: RI)			
RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.	N/A	N/A	N/A
RI.K.5: Identify the front cover, back cover and title page of a book.	N/A	N/A	N/A
RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	N/A	N/A	N/A
Integration of Knowledge and Ideas			
<i>Young Infant</i>			
CL.IT.i.3: Randomly points to pictures in a	Infants &	Cognition	5. Attention & Memory: Visual/Spatial

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
book.	Toddlers		r. While sitting on a caregiver's lap, attends to picture book for at least 5 minutes, patting the pictures or otherwise indicating interest ee. Identifies (points to) object or picture shown briefly and shown again in an array of three ff. Identifies (points to) object or picture shown briefly and shown again in an array of four
<i>Mobile Infant</i>			
CL.IT.mi.3: See CL.L.mi.3.	N/A	N/A	N/A
<i>Toddler</i>			
CL.IT.t.5: Draws meaning from pictures, print and text.	Infants & Toddlers	Communication	14. Conversation Skills kk. Reads books to others by making multiple-word utterances
<i>Pre 3</i>			
CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive a. Selects pictures of actions (e.g., eating) c. Selects a similar object/picture when shown a sample and asked to find "another one" d. Selects objects/pictures that are "the same" or "like this" f. Selects objects/pictures to indicate an understanding of at least two relative concepts or comparisons j. Understands part-whole relationships (e.g., points to the tail of the dog) aa. Answers questions or points to pictures to show an understanding that different activities occur in the daytime and at night cc. Understands qualitative concepts
CL.IT.p3.7: Answers simple "wh" questions about the topic presented in the text (e.g., what, where, when, why).	Preschoolers	Communication	14. Conversation Skills a. Asks simple questions with a vocalization or gesture h. Responds appropriately to "where" and "why" questions m. Answers "what is," "whose," "who," and "how many" questions appropriately (if not correctly) o. Responds appropriately to "what do you do" and "why do we" questions

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			15. Sentence Construction s. Uses complete sentence with correct word order in “wh” questions
CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory l. Tells two familiar stories without pictures for help (includes all important parts)
<i>Pre 4</i>			
CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.	Preschoolers	Communication	14. Conversation Skills h. Responds appropriately to “where” and “why” questions
CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.	Preschoolers	Communication	14. Conversation Skills h. Responds appropriately to “where” and “why” questions o. Responds appropriately to “what do you do” and “why do we” questions
CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory l. Tells two familiar stories without pictures for help (includes all important parts)
<i>Kindergarten</i> (Kansas State Standard: Reading Informational Text: RI)			
RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	N/A	N/A	N/A
RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.	N/A	N/A	N/A
RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	N/A	N/A	N/A
Range of Reading and Level of Text Complexity			
<i>Young Infant</i>			
CL.IT.i.4: Listens briefly to texts being read	Infants &	Cognition/	12. Attention & Memory: Auditory

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
with an adult.	Toddlers	Communication	h. Turns head back and forth or reaches to either side for two sounds
<i>Mobile Infant</i>			
CL.IT.mi.4: Listens to texts being read by an adult.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory h. Turns head back and forth or reaches to either side for two sounds
<i>Toddler</i>			
CL.IT.t.6: See CL.L.t.6.	N/A	N/A	N/A
<i>Pre 3</i>			
CL.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility b. Plays comfortably in a small group of children j. Responds appropriately to instructions given in a small group
<i>Pre 4</i>			
CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	Preschoolers	Personal-Social	2. Interpersonal Skills c. Works collaboratively toward a goal with peers
<i>Kindergarten</i> (Kansas State Standard: Reading Informational Text: RI)			
RI.K.10: Actively engage in group reading activities with purpose and understanding.	N/A	N/A	N/A
Foundational Skills: CL.F.			
Print Concepts (CL.F-PC)			
<i>Young Infant</i>			
CL.F.i.1: Explores books by touching, patting and mouthing.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial r. While sitting on a caregiver’s lap, attends to picture book for at least 5 minutes, patting the pictures or otherwise indicating interest
<i>Mobile Infant</i>			
CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front).	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial r. While sitting on a caregiver’s lap, attends to picture book for at least 5 minutes, patting the pictures or

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			otherwise indicating interest 7. Functional Use of Objects & Symbolic Play i. Manipulates books by looking, patting, pointing, or turning pages (may use as a hinge)
CL.F.mi.2: Plays with objects with letters on them (e.g., alphabet blocks).	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play c. Plays with (e.g., shakes, bangs) toys placed in hand
<i>Toddler</i>			
CL.F.t.1 : Holds book right side up to look at pictures.	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play h. Orients materials appropriately (e.g., turns cup right side up, places cars on wheels)
CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory s. Says or sings at least two nursery rhymes or songs in a group with an adult u. Notices and reacts to changes in familiar rhymes, songs, or stories
<i>Pre 3</i>			
CL.F.p3.1: Demonstrates understanding of the organization and basic features of print.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial b. Recognizes the covers of several books and labels them c. Recognizes familiar signs
CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive k. Understands “up,” “down,” “top,” and “bottom” v. Understands “backward” and “forward”
CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial b. Recognizes the covers of several books and labels them c. Recognizes familiar signs
		Communication	14. Conversation Skills c. Requests assistance
CL.F.p3.1c: Recognizes letters in their name.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial c. Recognizes familiar signs
<i>Pre 4</i>			
CL.F.p4.1: Demonstrates understanding of the organization and basic features of print.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive l. Names objects by functions
CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive v. Understands “backward” and “forward”

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive u. Recognizes at least 10 uppercase letters y. Distinguishes between letters and numbers 11. Concepts/Vocabulary: Expressive o. Asks word meanings or otherwise Indicates awareness that words have meanings
CL.F.p4.1c: Recognizes that letters are grouped to form words.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive u. Recognizes at least 10 uppercase letters y. Distinguishes between letters and numbers
CL.F.p4.1d: Recognizes and names some upper: and lowercase letters in addition to those in first name.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive u. Recognizes at least 10 uppercase letters y. Distinguishes between letters and numbers 11. Concepts/Vocabulary: Expressive t. Labels most uppercase letters
<i>Kindergarten</i> (Kansas State Standard: Reading Foundation Skills: RF)			
RF.K.1: Demonstrate understanding of the organization and basic features of print.	N/A	N/A	N/A
RF.K.1a: Follow words from left to right, top to bottom and page by page.	N/A	N/A	N/A
RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.	N/A	N/A	N/A
RF.K.1c: Understand that words are separated by spaces in print.	N/A	N/A	N/A
RF.K.1d: Recognize and name all upper: and lowercase letters of the alphabet.	N/A	N/A	N/A
Phonological Awareness			
<i>Young Infant</i>			
CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).	Infants & Toddlers	Communication	14. Conversation Skills d. Vocalizes five or more consonant and vowel sounds f. Repeats vocalizations and/or gestures that elicit reactions 16. Imitation: Vocal c. Repeats sounds just made when imitated by caregiver d. Shifts sounds (imitates sounds in repertoire when made by caregiver)

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			e. Imitates inflection f. Experiments with making own mouth move like that of an adult g. Attempts to match new sounds h. Imitates familiar two-syllable words without syllable changes i. Imitates familiar two-syllable words with syllable changes j. Imitates most novel one-syllable words k. Imitates a variety of novel two-syllable words
Mobile Infant			
CL.F.mi.3: Shows a varied response to sounds in the environment.	Infants & Toddlers	Communication	16. Imitation: Vocal a. Quiets to voice b. Looks at person who is talking c. Repeats sounds just made when imitated by caregiver d. Shifts sounds (imitates sounds in repertoire when made by caregiver) e. Imitates inflection
CL.F.mi.4: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them (e.g., smiles, laughs, pats pictures with hand).	Infants & Toddlers	Communication	14. Conversation Skills a. Smiles to person who is talking and/or gesturing b. Provides consistent signals for states of hunger, distress, and pleasure e. Laughs
		Cognition	5. Attention & Memory: Visual/Spatial r. While sitting on a caregiver’s lap, attends to picture book for at least 5 minutes, patting the pictures or otherwise indicating interest
Toddler			
CL.F.t.3: Differentiates between sounds that are the same and different (e.g., bell vs. drum).	Infants & Toddlers	Cognition/Communication	12. Attention & Memory: Auditory l. Shows recognition of a few familiar sounds m. Makes sounds associated with pictures or objects o. Matches objects to their sounds p. Identifies objects, people, and events by their sounds
CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	Infants & Toddlers	Cognition/Communication	12. Attention & Memory: Auditory r. Joins in saying nursery rhymes (repeats parts of them) s. Says or sings at least two nursery rhymes or songs in a

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			group with an adult t. Independently says or acts out parts of rhymes or songs
Pre 3			
CL.F.p3.2: Plays with the sounds of language.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition) g. Repeats new words to self
CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition) g. Repeats new words to self
CL.F.p3.2b: Distinguishes whether two words rhyme or not.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition) p. Makes rhymes to simple words 12. Attention & Memory: Auditory d. Notices and reacts to changes in familiar rhymes, songs, or stories
CL.F.p3.2c: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad).	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition)
		Communication	14. Conversation Skills g. Reads books to others by making multiple-word utterances p. Reads a story aloud to self or another person while looking at pictures in book
CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition)
		Communication	14. Conversation Skills g. Reads books to others by making multiple-word utterances p. Reads a story aloud to self or another person while looking at pictures in book
Pre 4			
CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition)
		Communication	14. Conversation Skills g. Reads books to others by making multiple-word

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			utterances p. Reads a story aloud to self or another person while looking at pictures in book
CL.F.p4.2a: Recognizes and produces rhyming words.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive p. Makes rhymes to simple words 12. Attention & Memory: Auditory a. Joins in saying nursery rhymes (repeats parts of them) b. Says or sings at least two nursery rhymes or songs in a group with an adult c. Independently says or acts out parts of rhymes or songs e. Completes lines of familiar rhymes or songs f. Sings complete nursery songs or says complete rhymes of four to six lines g. Sings songs or says rhymes of 10–15 lines some lines may be repeated)
CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition)
		Communication	14. Conversation Skills g. Reads books to others by making multiple-word utterances p. Reads a story aloud to self or another person while looking at pictures in book
CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog).	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition)
		Communication	14. Conversation Skills g. Reads books to others by making multiple-word utterances p. Reads a story aloud to self or another person while looking at pictures in book
CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition)
		Communication	14. Conversation Skills g. Reads books to others by making multiple-word utterances p. Reads a story aloud to self or another person while

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			looking at pictures in book
<i>Kindergarten</i> (Kansas State Standard: Reading Foundation Skills: RF)			
RF.K.2b: Count, pronounce, blend and segment syllables in spoken words.	N/A	N/A	N/A
RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.	N/A	N/A	N/A
RF.K.2d: Isolate and pronounce the initial, medial vowel and final sounds (i.e., phonemes) in three- phoneme (i.e., consonant-vowel-consonant or CVC) words.* *This does not include CVS ending with /l/, /r/ or /x/.	N/A	N/A	N/A
RF.K.2e: Add or substitute individual sounds (i.e., phonemes) in simple, one-syllable words to make new words.	N/A	N/A	N/A
Phonics and Word Recognition			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
N/A	N/A	N/A	N/A
<i>Toddler</i>			
N/A	N/A	N/A	N/A
<i>Pre 3</i>			
CL.F.p3.3: Knows and applies age-appropriate word analysis skills.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive o. Asks word meanings or otherwise Indicates awareness that words have meanings
		Cognition	6-II. Visual Perception: Matching & Sorting f. Matches uppercase letters l. Matches lowercase letters n. Matches name and short words
CL.F.p3.3a: Begins to identify own name in print.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive o. Asks word meanings or otherwise Indicates awareness that words have meanings
		Cognition	6-II. Visual Perception: Matching & Sorting n. Matches name and short words

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial c. Recognizes familiar signs
		Communication	14. Conversation Skills p. Reads a story aloud to self or another person while looking at pictures in a book
Pre 4			
CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive u. Recognizes at least 10 uppercase letters y. Distinguishes between letters and numbers 11. Concepts/Vocabulary: Expressive o. Asks word meanings or otherwise Indicates awareness that words have meanings
CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	Preschoolers	Communication	14. Conversation Skills p. Reads books to others by making multiple-word utterances
CL.F.p4.3b: Identifies own name in print.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive u. Recognizes at least 10 uppercase letters y. Distinguishes between letters and numbers
		Cognition	6-II. Visual Perception: Matching & Sorting n. Matches name and short words
CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.	Preschoolers	Cognition/ Communication	5. Attention & Memory: Visual/Spatial c. Recognizes familiar signs 14. Conversation Skills p. Reads books to others by making multiple-word utterances
Kindergarten (Kansas State Standard: Reading Foundation Skills: RF)			
RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.	N/A	N/A	N/A
RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	N/A	N/A	N/A
RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	N/A	N/A	N/A
RF.K.3c: Read common high-frequency words	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
by sight (e.g., the, of, to, you, she, my, is, are, do, does).			
RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	N/A	N/A	N/A
Fluency			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
CL.F.mi.5: Begins to vocalize as if reading when looking at a book.	Infants & Toddlers	Communication	14. Conversation Skills kk. Reads books to others by making multiple-word utterances
<i>Toddler</i>			
CL.F.t.5: "Reading" may capture the tone of voice and stress on words the caregivers have when reading a book.	Infants & Toddlers	Fine Motor	17. Imitation: Motor c. Imitates an activity in repertoire after observing caregiver doing that activity h. Imitates gestures or signs caregiver commonly uses m. Imitates postures or actions that do not involve props
<i>Pre 3</i>			
CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	Preschoolers	Communication	14. Conversation Skills g. Reads books to others by making multiple-word utterances p. Reads a story aloud to self or another person while looking at pictures in a book
<i>Pre 4</i>			
N/A	N/A	N/A	N/A
<i>Kindergarten</i> (Kansas State Standard: Reading Foundation Skills: RF)			
RF.K.4: Read emergent-reader texts with purpose and understanding.	N/A	N/A	N/A
Writing: CL.W.			
Text Types and Purposes			
<i>Young Infant</i>			
CL.W.i.1: Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it	Infants & Toddlers	Fine Motor	18. Grasp & Manipulation k. Manipulates objects with hands and fingers l. Releases one object to take another

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
again).			m. Grasps an object, using thumb against index and middle fingers 19. Bilateral Skills e. Transfers objects from hand to hand
CL.W.i.2: Grasps objects using entire hand.	Infants & Toddlers	Fine Motor	18. Grasp & Manipulation f. Grasps object that is placed in hand (i.e., not reflexive grasp) m. Grasps an object, using thumb against index and middle fingers t. Grasps two small objects with one hand
<i>Mobile Infant</i>			
CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).	Infants & Toddlers	Fine Motor	18. Grasp & Manipulation n. Uses inferior pincer grasp (i.e., thumb against side of index finger) p. Uses neat pincer grasp (i.e., thumb against tip of index finger)
CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills a. Marks paper with writing implement b. Scribbles spontaneously
<i>Toddler</i>			
CL.W.t.1: Uses thumb and fingers of one hand to hold writing tool.	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills a. Marks paper with writing implement
CL.W.t.2: Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills g. Pretends to write
<i>Pre 3</i>			
CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.	Preschoolers	Fine Motor	19. Bilateral Skills b. Unbuttons large buttons g. Ties single knot h. Laces two holes in shoe
<i>Pre 4</i>			
CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	Preschoolers	Fine Motor	19. Bilateral Skills b. Unbuttons large buttons g. Ties single knot

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			h. Laces two holes in shoes
<i>Kindergarten</i> (Kansas State Standard: Writing: W)			
W.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	N/A	N/A	N/A
W.K.2: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	N/A	N/A	N/A
W.K.3: Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.	N/A	N/A	N/A
Production and Distribution of Writing			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
N/A	N/A	N/A	N/A
<i>Toddler</i>			
N/A	N/A	N/A	N/A
<i>Pre 3</i>			
CL.W.p3.2: Uses consistent marks to represent name when writing.	Preschoolers	Fine Motor	18. Grasp & Manipulation g. Holds writing implement with fingers in tripod position 21. Visual-Motor Skills b. Pretends to write
		Cognition	6-II. Visual Perception: Matching & Sorting h. Matches at least eight geometric shapes
CL.W.p3.3: With guidance and support, imitates shapes and strokes.	Preschoolers	Fine Motor	21. Visual-Motor Skills a. Imitates horizontal stroke

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			c. Copies a circle with a circular scribble f. Copies a circle g. Copies a cross h. Draws a person with a head and at least one feature i. Cuts on a straight line, staying within 1/2 inch of the line l. Copies a square m. Draws simple representational pictures o. Traces outline of simple stencil p. Draws a person with a head and eight features
CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).	Preschoolers	Cognition	7. Functional Use of Objects & Symbolic Play f. Uses materials to construct other objects h. Describes own activities during play
		Fine Motor	19. Bilateral Skills m. Consistently uses same hand for skilled activities i. Responds appropriately to statements or questions involving regular plurals
Pre 4			
CL.W.p4.2: Recognizably writes a majority of the letters in their name.	Preschoolers	Fine Motor	21. Visual-Motor Skills b. Pretends to write
CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	Preschoolers	Communication	13. Verbal Comprehension c. Responds to yes/no questions with appropriate words or gestures i. Responds appropriately to statements or questions involving regular plurals 14. Conversation Skills n. Names three or more elements or describes what is happening when asked to tell all about a picture or storybook
CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).	Preschoolers	Cognition	7. Functional Use of Objects & Symbolic Play f. Uses materials to construct other objects h. Describes own activities during play
		Fine Motor	19. Bilateral Skills m. Consistently uses same hand for skilled activities

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
<i>Kindergarten</i> (Kansas State Standard: Writing: W)			
W.K.4: (Begins in grade 3)	N/A	N/A	N/A
W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	N/A	N/A	N/A
W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	N/A	N/A	N/A
Research to Build and Present Knowledge			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
N/A	N/A	N/A	N/A
<i>Toddler</i>			
CL.W.t.3: Participates in conversations about past events.	Infants & Toddlers	Communication	14. Conversation Skills jj. Sustains conversation for several turns 15. Grammatical Structure c. Uses two-word utterances to indicate nonexistence and recurrence
<i>Pre 3</i>			
CL.W.p3.5: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).	Preschoolers	Communication	14. Conversation Skills l. Describes events occurring in the environment
CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	Preschoolers	Communication	14. Conversation Skills d. Uses word or sign combinations to describe remote events
<i>Pre 4</i>			
CL.W.p4.5: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).	Preschoolers	Communication	14. Conversation Skills d. Uses word or sign combinations to describe remote events
CL.W.p4.6: With guidance and support from adults, recalls information from experiences	Preschoolers	Communication	14. Conversation Skills d. Uses word or sign combinations to describe remote

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
or gathers information from provided sources to answer a question.			events I. Describes events occurring in the environment
<i>Kindergarten</i> (Kansas State Standard: Writing: W)			
W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	N/A	N/A	N/A
W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	N/A	N/A	N/A
Speaking and Listening: CL.SL.			
Comprehension and Collaboration			
<i>Young Infant</i>			
CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.	Infants & Toddlers	Communication	13. Verbal Comprehension a. Appropriately reacts to tone of voice and/or some facial expressions
CL.SL.i.2: Listens to and begins to respond to familiar words (e.g., own name, bottle, mom).	Infants & Toddlers	Communication	13. Verbal Comprehension b. Turns to the direction from which name is being called c. Stops activity when name is called e. Responds with correct gestures to “up” and “bye-bye” f. Responds to “no” (briefly stops activity) g. Responds to “give me” (spoken or signed)
CL.SL.i.3: Uses gestures, movements or vocalizations to gain attention of a familiar person.	Infants & Toddlers	Communication	14. Conversation Skills k. Makes requests by directing caregiver’s attention
<i>Mobile Infant</i>			
CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).	Infants & Toddlers	Communication	14. Conversation Skills i. Waits for adult to take a turn n. Uses eye gaze to select another person as partner for a communication exchange r. Plays reciprocal games (e.g., Peek-a-boo, clapping, taking turns making sounds) t. Seeks adult’s assistance in exploring the environment

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			by vocalizing, pointing, or using other communicative signals v. Greets familiar people with an appropriate vocalization or sign jj. Sustains conversation for several turns
CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around him or her (e.g., shakes head for “no”, says “mama”).	Infants & Toddlers	Communication	13. Verbal Comprehension h. Follows two or more simple commands (one object, one action), spoken or signed k. Understands “look” l. Understands words used to inhibit actions (e.g., “wait,” “stop,” “get down,” “my turn”) m. Follows commands in familiar contexts n. Follows two-part related commands in novel contexts o. Follows three-part commands (three objects and one action, three actions and one object, or three objects related by activity)
CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).	Infants & Toddlers	Communication	14. Conversation Skills g. Indicates interest in toy or object through eye gaze, reaching, or vocalization h. Requests continued action of familiar toy, song, or activity by body movements, eye contact, and/or vocalizations k. Makes requests by directing caregiver’s attention l. Indicates “no more” and “I don’t like this” by vocalization, turning, or pushing away m. Notices and vocalizes when primary caregiver prepares to leave n. Uses eye gaze to select another person as partner for a communication exchange o. Changes pitch/volume to signify intensity of desires p. Raises arms to be picked up s. Uses words or signs to express wants gg. Requests assistance
<i>Toddler</i>			
CL.SL.t.1: In a conversation with a peer or caregiver:	Infants & Toddlers	Communication	14. Conversation Skills jj. Sustains conversation for several turns

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CL.SL.t.1a: Answers simple questions and begins to ask questions using inflection and intonation.	Infants & Toddlers	Communication	14. Conversation Skills dd. Answers simple questions with a verbal response, gesture, or sign
CL.SL.t.1b: Sustains a conversation with two or more turns.	Infants & Toddlers	Communication	14. Conversation Skills jj. Sustains conversation for several turns
CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions.	Infants & Toddlers	Communication	14. Conversation Skills j. Begins to coordinate looking with listening
CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.	Infants & Toddlers	Communication	14. Conversation Skills s. Uses words or signs to express wants ee. Asks simple questions with a vocalization or gesture gg. Requests assistance
<i>Pre 3</i>			
CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.	Preschoolers	Communication	14. Conversation Skills d. Uses word or sign combinations to describe remote events f. Sustains conversation for several turns l. Describes events occurring in the environment u. Communicates knowledge about the world to peers and adults
CL.SL.p3.1a: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).	Preschoolers	Communication	14. Conversation Skills f. Sustains conversation for several turns
CL.SL.p3.1b: Continues a conversation through three or more exchanges.	Preschoolers	Communication	14. Conversation Skills f. Sustains conversation for several turns
CL.SL.p3.2: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.	Preschoolers	Communication	14. Conversation Skills a. Asks simple questions with a vocalization or gesture b. Asks yes/no questions with appropriate inflection m. Answers “what is,” “whose,” “who,” and “how many” questions appropriately (if not correctly) s. Asks questions related to another person’s statement in order to maintain a conversation
<i>Pre 4</i>			
CL.SL.p4.1: Participates in collaborative conversations with diverse partners about	Preschoolers	Communication	14. Conversation Skills f. Sustains conversation for several turns

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
preschool topics and texts with peers and adults in small and larger groups.			i. Changes speech depending on listener s. Asks questions related to another person's statement in order to maintain a conversation
CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Preschoolers	Communication	14. Conversation Skills f. Sustains conversation for several turns s. Asks questions related to another person's statement in order to maintain a conversation v. Explains social conventions or rules to peers
CL.SL.p4.1b: Continues a conversation through multiple exchanges, staying on topic.	Preschoolers	Communication	14. Conversation Skills f. Sustains conversation for several turns s. Asks questions related to another person's statement in order to maintain a conversation
CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	Preschoolers	Communication	14. Conversation Skills r. Communicates cause-and-effect relationships s. Asks questions related to another person's statement in order to maintain a conversation
<i>Kindergarten</i> (Kansas State Standard: Speaking and Listening: SL)			
SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	N/A	N/A	N/A
SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	N/A	N/A	N/A
SL.K.1b: Continue a conversation through multiple exchanges.	N/A	N/A	N/A
SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	N/A	N/A	N/A
SL.K.3: Ask and answer questions in order to seek help, get information or clarify	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
something that is not understood.			
Presentation of Knowledge and Ideas			
Young Infant			
CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs.	Infants & Toddlers	Communication	14. Conversation Skills s. Uses words or signs to express wants cc. Uses words or signs to request actions
CL.SL.i.5: Uses differing cries to signal various needs.	Infants & Toddlers	Communication	14. Conversation Skills b. Provides consistent signals for states of hunger, distress, and pleasure
CL.SL.i.6: Uses some consonant-vowel (CV) combinations (e.g., ba, pa, ma).	Infants & Toddlers	Communication	14. Conversation Skills d. Vocalizes five or more consonant and vowel sounds
		Cognition/ Communication	11. Concepts/Vocabulary: Expressive a. Vocalizes repetitive consonant–vowel combinations
Mobile Infant			
CL.SL.mi.4: Demonstrates an understanding of a few simple concepts (e.g., puts hands up to indicate they are “so big” or pulls hand away when something is hot).	Infants & Toddlers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive a. Points to three a. Quiets when presented with noise
CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what child says.	Infants & Toddlers	Communication	14. Conversation Skills jj. Sustains conversation for several turns
Toddler			
CL.SL.t.4: Uses words to label actions.	Infants & Toddlers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive m. Makes sounds associated with pictures or objects 11. Concepts/Vocabulary: Expressive b. Uses two or more gestures associated with verbal concepts (e.g., “all gone,” “so big,” “more,” “bye-bye”) d. Uses two or more words to label objects or to name people f. Uses seven or more words to label objects or people
CL.SL.t.5: Expresses wants and needs, likes and dislikes.	Infants & Toddlers	Communication	14. Conversation Skills s. Uses words or signs to express wants cc. Uses words or signs to request actions
CL.SL.t.6: Speaks so that familiar listeners are able to understand ideas, feeling and need.	Infants & Toddlers	Communication	14. Conversation Skills jj. Sustains conversation for several turns 15. Grammatical Structure i. Uses personal pronouns

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			j. Uses prepositional phrases
<i>Pre 3</i>			
CL.SL.p3.3: Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.	Preschoolers	Communication	15. Sentence Construction v. Uses comparatives
CL.SL.p3.4: Able to describe objects and actions depicted in pictures.	Preschoolers	Communication	15. Sentence Construction d. Uses auxiliary verbs, usually shortened (e.g., “gonna,” “wanna,” “hafta”) o. Uses most irregular past-tense verb forms correctly p. Uses correct verb forms, both irregular and regular, for past, present, and future actions r. Uses verbal nouns and/or verbal adjectives u. Uses endings on verbs or nouns to indicate the activity of a person or thing
CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	Preschoolers	Personal-Social	2. Interpersonal Skills g. Converses with peers q. Listens to peers and discusses ideas or observations 3. Self Concept j. Talks about own feelings in relation to events
<i>Pre 4</i>			
CL.SL.p4.3: 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.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive bb. Understands time concepts cc. Understands qualitative concepts 10. Concepts/Vocabulary: Receptive bb. Understands time concepts cc. Understands qualitative concepts
CL.SL.p4.4: Able to tell another person about what they have drawn.	Preschoolers	Personal-Social	2. Interpersonal Skills g. Converses with peers q. Listens to peers and discusses ideas or observations
CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	Preschoolers	Personal-Social	2. Interpersonal Skills g. Converses with peers q. Listens to peers and discusses ideas or observations 3. Self Concept j. Talks about own feelings in relation to events
<i>Kindergarten (Kansas State Standard: Speaking and Listening: SL)</i>			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
SL.K.4: Describe familiar people, places, things and events and, with prompting and support, provide additional detail.	N/A	N/A	N/A
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	N/A	N/A	N/A
SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.	N/A	N/A	N/A
Language Standards			
Conventions of Standard English			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
N/A	N/A	N/A	N/A
<i>Toddler</i>			
N/A	N/A	N/A	N/A
<i>Pre 3</i>			
CL.LS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive u. Recognizes at least 10 uppercase letters y. Distinguishes between letters and numbers 11. Concepts/Vocabulary: Expressive t. Labels most uppercase letters
		Communication	15. Sentence Construction i. Uses three-word phrases to specify, to indicate rejection, and/or to describe j. Uses three- to four-word complete sentences that include subject–verb–object
CL.LS.p3.1a: Begins to make letter like forms and print some letters (e.g., letters in their name).	Preschoolers	Fine Motor	18. Grasp & Manipulation g. Holds writing implement with fingers in tripod position 21. Visual-Motor Skills b. Pretends to write
		Cognition	6-II. Visual Perception: Matching & Sorting f. Matches uppercase letters l. Matches lowercase letters

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.	Preschoolers	Communication	15. Sentence Construction d. Uses auxiliary verbs, usually shortened (e.g., “gonna,” “wanna,” “hafta”) o. Uses most irregular past-tense verb forms correctly p. Uses correct verb forms, both irregular and regular, for past, present, and future actions r. Uses verbal nouns and/or verbal adjectives
CL.LS.p3.1c: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Preschoolers	Communication	15. Sentence Construction c. Uses “-s” on the ends of some words to form plurals
CL.LS.p3.1d: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive aa. Answers questions or points to pictures to show an understanding that different activities occur in the daytime and at night
		Communication	14. Conversation Skills a. Asks simple questions with a vocalization or gesture b. Asks yes/no questions with appropriate inflection h. Responds appropriately to “where” and “why” questions m. Answers “what is,” “whose,” “who,” and “how many” questions appropriately (if not correctly) s. Asks questions related to another person’s statement in order to maintain a conversation w. Asks and responds appropriately to “how far” questions
CL.LS.p3.1e: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Preschoolers	Communication	10. Concepts/Vocabulary: Receptive k. Understands “up,” “down,” “top,” and “bottom” l. Understands “under,” “over,” “next to,” and “beside” 15. Sentence Construction h. Uses prepositional phrase
CL.LS.p3.1f: Communicates using at least 3-4 word sentences.	Preschoolers	Communication	15. Sentence Construction i. Uses three-word phrases to specify, to indicate rejection, and/or to describe j. Uses three- to four-word complete sentences that include subject–verb–object s. Uses complete sentence with correct word order in

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			“wh” questions
CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter-like forms or a series of random letters.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive t. Selects members of a class u. Recognizes at least 10 uppercase letters y. Distinguishes between letters and numbers
		Cognition	6-II. Visual Perception: Matching & Sorting f. Matches uppercase letters l. Matches lowercase letters
Pre 4			
CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	Preschoolers	Communication	14. Conversation Skills v. Explains social conventions or rules to peers
CL.LS.p4.1a: Prints some upper-and lower-case letters (e.g., letters in their name).	Preschoolers	Cognition	6-II. Visual Perception: Matching & Sorting f. Matches uppercase letters l. Matches lowercase letters
		Cognition/ Communication	10. Concepts/Vocabulary: Receptive t. Selects members of a class u. Recognizes at least 10 uppercase letters y. Distinguishes between letters and numbers
CL.LS.p4.1b: Uses frequently occurring nouns and verbs.	Preschoolers	Communication	15. Sentence Construction r. Uses verbal nouns and/or verbal adjectives
CL.LS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Preschoolers	Communication	15. Sentence Construction c. Uses “-s” on the ends of some words to form plurals
CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive aa. Answers questions or points to pictures to show an understanding that different activities occur in the daytime and at night
		Communication	14. Conversation Skills a. Asks simple questions with a vocalization or gesture b. Asks yes/no questions with appropriate inflection h. Responds appropriately to “where” and “why” questions m. Answers “what is,” “whose,” “who,” and “how many” questions appropriately (if not correctly)

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			s. Asks questions related to another person's statement in order to maintain a conversation w. Asks and responds appropriately to "how far" questions
CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive k. Understands "up," "down," "top," and "bottom" l. Understands "under," "over," "next to," and "beside"
CL.LS.p4.1f: Produces complete sentences in shared language activities.	Preschoolers	Communication	15. Sentence Construction i. Uses three-word phrases to specify, to indicate rejection, and/or to describe j. Uses three- to four-word complete sentences that include subject-verb-object
CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or "trk" for truck) and usually writing from left to right. May reverse some letters.	Preschoolers	Fine Motor	18. Grasp & Manipulation g. Holds writing implement with fingers in tripod position 21. Visual-Motor Skills b. Pretends to write
<i>Kindergarten</i> (Kansas State Standard: Language: L)			
L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	N/A	N/A	N/A
L.K.1a: Print many upper: and lowercase letters.	N/A	N/A	N/A
L.K.1b: Use frequently occurring nouns and verbs.	N/A	N/A	N/A
L.K.1c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	N/A	N/A	N/A
L.K.1d: Understand and use question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	N/A	N/A	N/A
L.K.1e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
L.K.1f: Produce and expand complete sentences in shared language activities.	N/A	N/A	N/A
L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	N/A	N/A	N/A
L.K.2a: Capitalize the first word in a sentence and the pronoun I.	N/A	N/A	N/A
L.K.2b: Recognize and name end punctuation.	N/A	N/A	N/A
L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (i.e., phonemes).	N/A	N/A	N/A
L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships	N/A	N/A	N/A
Vocabulary Acquisition and Use			
Young Infant			
CL.LS.i.1: Recognizes the names of familiar people and objects (e.g., looks at mommy when someone says “where’s mommy?”, reaches for bottle when asked “do you want your bottle?”).	Infants & Toddlers	Communication	13. Verbal Comprehension i. Appropriately indicates “yes” or “no” in response to questions
		Cognition/ Communication	10. Concepts/Vocabulary: Receptive a. Points to three a. Quiets when presented with noise d. Turns head or reaches toward sound at ear level while sitting h. Turns head back and forth or reaches to either side for two sounds
Mobile Infant			
CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around him/her (e.g., looks toward door when caregiver says, “Your daddy’s here”).	Infants & Toddlers	Communication	13. Verbal Comprehension a. Appropriately reacts to tone of voice and/or some facial expressions b. Turns to the direction from which name is being called c. Stops activity when name is called h. Follows two or more simple commands (one object, one action), spoken or signed i. Appropriately indicates “yes” or “no” in response to questions

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
<i>Toddler</i>			
CL.LS.t.1: Shows an understanding of requests and statements referring to familiar people and objects (e.g., when asked “Where is your bear,” child is able to retrieve the bear and show it to the caregiver or friend).	Infants & Toddlers	Communication	13. Verbal Comprehension e. Responds with correct gestures to “up” and “bye-bye” f. Responds to “no” (briefly stops activity) h. Follows two or more simple commands (one object, one action), spoken or signed i. Appropriately indicates “yes” or “no” in response to questions
<i>Pre 3</i>			
CL.LS.p3.3: Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive k. Defines five or more simple words using at least one descriptor
CL.LS.p3.4: With guidance and support from adults, explores word relationships and nuances in word meanings.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive o. Asks word meanings or otherwise Indicates awareness that words have meanings
CL.LS.p3.4a: Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).	Preschoolers	Communication	15. Sentence Construction p. Uses correct verb forms, both irregular and regular, for past, present, and future actions r. Uses verbal nouns and/or verbal adjectives v. Uses comparatives
CL.LS.p3.4b: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Preschoolers	Communication	15. Sentence Construction p. Uses correct verb forms, both irregular and regular, for past, present, and future actions
CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition) g. Repeats new words to self o. Asks word meanings or otherwise Indicates awareness that words have meanings
<i>Pre 4</i>			
CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison)	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive o. Asks word meanings or otherwise Indicates awareness that words have meanings
CL.LS.p4.4: With guidance and support,	Preschoolers	Cognition/	11. Concepts/Vocabulary: Expressive

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
explores word relationships and nuances in word meanings.		Communication	o. Asks word meanings or otherwise Indicates awareness that words have meanings
CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	Preschoolers	Communication	15. Sentence Construction p. Uses correct verb forms, both irregular and regular, for past, present, and future actions r. Uses verbal nouns and/or verbal adjectives v. Uses comparatives
CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Preschoolers	Communication	15. Sentence Construction p. Uses correct verb forms, both irregular and regular, for past, present, and future actions
CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive f. Listens carefully to new words (may ask for repetition) g. Repeats new words to self o. Asks word meanings or otherwise Indicates awareness that words have meanings
<i>Kindergarten</i> (Kansas State Standard: Language: L)			
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	N/A	N/A	N/A
L.K.4a: Identify new meanings for familiar words and use them accurately (e.g., knowing duck is a bird and learning the verb to duck).	N/A	N/A	N/A
L.K.4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	N/A	N/A	N/A
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.	N/A	N/A	N/A
L.K.5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	N/A	N/A	N/A
L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
relating them to their opposites (i.e., antonyms).			
L.K.5c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).	N/A	N/A	N/A
L.K.5d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	N/A	N/A	N/A
L.K.6: Use words and phrases acquired through conversations, reading and being read to and responding to texts.	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
Mathematics (M)			
Counting and Cardinality: M.CC.			
Know number names and the count sequence.			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
M.CC.mi.1: Names some number words but not in sequence.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial hh. Remembers incidental information
<i>Toddler</i>			
M.CC.t.1: Verbally counts in sequence to 3.	Infants & Toddlers	Cognition	9. Number Concepts c. Points and recites at least three numbers in correct sequence when asked to count objects
<i>Pre 3</i>			
M.CC.p3.1: Counts in sequence to 10.	Preschoolers	Cognition	9. Number Concepts l. Counts 10 objects in a row (one-to-one correspondence)
M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.	Preschoolers	Cognition	9. Number Concepts w. Identifies numbers 0 through 9
<i>Pre 4</i>			
M.CC.p4.1: Counts in sequence to 30.	Preschoolers	Cognition	9. Number Concepts r. Correctly counts to 20
M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	Preschoolers	Cognition	9. Number Concepts w. Identifies numbers 0 through 9
M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	Preschoolers	Cognition	9. Number Concepts n. Counts to tell how many and will deny that it is some other number when asked t. Gives the correct number of objects when asked (all numbers from 4 through 10)
<i>Kindergarten</i>			
M.CC.K.1: Count to 100 by ones and by tens.	N/A	N/A	N/A
M.CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
M.CC.K.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	N/A	N/A	N/A
Count to tell the number of objects			
Young Infant			
N/A	N/A	N/A	N/A
Mobile Infant			
M.CC.mi.2: Attends to quantities when interacting with objects (e.g., communicates “more” and “all gone” when eating from a bowl of cheerios, fills containers of different sizes with objects).	Infants & Toddlers	Cognition	9. Number Concepts a. Understands “more” as an addition to some existing amount
Toddler			
M.CC.t.2: Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much (e.g., uses words such as “one, two, more, little, a lot”).	Infants & Toddlers	Cognition	9. Number Concepts a. Understands “more” as an addition to some existing amount
M.CC.t.3: Matches large pegs to holes using one-to-one correspondence.	Infants & Toddlers	Cognition	6-I. Visual Perception: Puzzles & Blocks a. Places large round form in form board
		Fine Motor	19. Bilateral Skills m. Puts dowel through hole in piece of cardboard
Pre 3			
M.CC.p3.3: Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).	Infants & Toddlers	Cognition	9. Number Concepts a. Understands “more” as an addition to some existing amount b. Selects “just one”
	Preschoolers	Cognition	9. Number Concepts a. Selects “just one”
M.CC.p3.4: Spontaneously counts for own purposes.	Infants & Toddlers	Cognition	9. Number Concepts c. Points and recites at least three numbers in correct sequence when asked to count objects
		Cognition	9. Number Concepts n. Counts to tell how many and will deny that it is some

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			other number when asked
M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).	Infants & Toddlers	Cognition	9. Number Concepts e. Gives/selects two and three objects
	Preschoolers	Cognition	9. Number Concepts o. Uses quantity terms spontaneously
<i>Pre 4</i>			
M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.	Preschoolers	Cognition	9. Number Concepts x. Matches numbers to pictures of quantities up to four (or assembles groups of objects to match the number; the adult does not name the number for the child)
M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).	Preschoolers	Cognition	9. Number Concepts a. Selects “just one” f. When asked to count objects, begins with, “one, two, three”
M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality).	Preschoolers	Cognition	9. Number Concepts m. Does not recount when asked how many (quantities above four)
M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	Preschoolers	Cognition	9. Number Concepts i. Matches two objects (or a picture with two objects) to a picture with the same quantity of objects in an array that includes pictures of two, three, four, and five objects
M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.	Preschoolers	Cognition	9. Number Concepts g. Gives “one more” h. Compares two quantities and tells which is more
M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.	Preschoolers	Cognition	9. Number Concepts c. Correctly answers “how many” for one and two objects
<i>Kindergarten</i>			
M.CC.K.1: Understand the relationship between numbers and quantities; connect counting to cardinality.	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
M.CC.K.1a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	N/A	N/A	N/A
M.CC.K.1b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	N/A	N/A	N/A
M.CC.K.1c: Understand that each successive number name refers to a quantity that is one larger.	N/A	N/A	N/A
M.CC.K.2: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	N/A	N/A	N/A
Compare Numbers			
Young Infant			
M.CC.i.1: Holds an object in each hand.	Infants & Toddlers	Fine Motor	18. Grasp & Manipulation m. Grasps an object, using thumb against index and middle fingers
Mobile Infant			
M.CC.mi.3: Places objects using one to one correspondence but does not fully understand this created equal groups (e.g., child places one toy in each container during play but doesn’t understand there are the same number of toys and containers).	Infants & Toddlers	Cognition	6-I. Visual Perception: Puzzles & Blocks f. Places round, square, and triangular forms in form board when they are simultaneously presented
		Fine Motor	18. Grasp & Manipulation r. Releases objects into container
Toddler			
M.CC.t.4: Demonstrates an understanding that one collection has more than another when the collections are quite different in size (one collection is at least twice the other).	Infants & Toddlers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive r. Selects objects/pictures to indicate an understanding of at least two relative concepts or comparisons

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
<i>Pre 3</i>			
M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.	Preschoolers	Cognition	9. Number Concepts p. Understands “same number” and can sort a set into halves
		Cognition/ Communication	10. Concepts/Vocabulary: Receptive f. Selects objects/pictures to indicate an understanding of at least two relative concepts or comparisons h. Selects objects and pictures to indicate which are square and which are round
M.CC.p3.7: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	Preschoolers	Cognition	9. Number Concepts j. Matches pictures containing different configurations of objects up through six k. Counts up to six objects in a row (one-to-one correspondence)
<i>Pre 4</i>			
M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend’s names and indicates who has more or less).	Preschoolers	Cognition	9. Number Concepts h. Compares two quantities and tells which is more i. Matches two objects (or a picture with two objects) to a picture with the same quantity of objects in an array that includes pictures of two, three, four, and five objects j. Matches pictures containing different configurations of objects up through six p. Understands “same number” and can sort a set into halves
M.CC.p4.7: 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).	Preschoolers	Cognition	6-II. Visual Perception: Matching & Sorting j. Matches numbers 0–9 (may confuse 6 and 9)
M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	Preschoolers	Cognition	6-II. Visual Perception: Matching & Sorting j. Matches numbers 0–9 (may confuse 6 and 9)
<i>Kindergarten</i>			
M.CC.K.1: Identify whether the number of objects in one group is greater than, less than	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
or equal to the number of objects in another group (e.g., by using matching and counting strategies).			
M.CC.K.2: Compare two numbers between 1 and 10 presented as written numerals.	N/A	N/A	N/A
Operations and Algebraic Thinking: M.OA.			
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from			
<i>Young Infant</i>			
M.OA.i.1: Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).	Infants & Toddlers	Cognition	8. Problem Solving/Reasoning f. Repeats activities that elicit interesting reactions from others
<i>Mobile Infant</i>			
M.OA.mi.1: Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo).	Infants & Toddlers	Cognition	8. Problem Solving/Reasoning c. Repeats activities that produce interesting results
<i>Toddler</i>			
M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates “I have more”).	Infants & Toddlers	Cognition	9. Number Concepts a. Understands “more” as an addition to some existing amount
M.OA.t.2: Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a repeating pattern in a storybook (e.g., “Brown Bear, Brown Bear, What do You See?”).	Infants & Toddlers	Cognition	8. Problem Solving/Reasoning c. Repeats activities that produce interesting results f. Repeats activities that elicit interesting reactions from other
<i>Pre 3</i>			
M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).	Preschoolers	Cognition	9. Number Concepts t. Gives the correct number of objects when asked (all numbers from 4 through 10) v. Answers addition questions involving adding 2 (up to 10)
M.OA.p3.2: Uses concrete objects including	Preschoolers	Fine Motor	21. Visual-Motor Skills

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
shapes to copy simple patterns.			f. Copies a circle g. Copies a cross h. Draws a person with a head and at least one feature j. Draws a person with a head and four features l. Copies a square o. Traces outline of simple stencil p. Draws a person with a head and eight features
<i>Pre 4</i>			
M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).	Preschoolers	Cognition	9. Number Concepts t. Gives the correct number of objects when asked (all numbers from 4 through 10) v. Answers addition questions involving adding 2 (up to 10) x. Matches numbers to pictures of quantities up to four (or assembles groups of objects to match the number; the adult does not name the number for the child)
M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	Preschoolers	Cognition	9. Number Concepts i. Matches two objects (or a picture with two objects) to a picture with the same quantity of objects in an array that includes pictures of two, three, four, and five objects o. Uses quantity terms spontaneously
M.OA.p4.3: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100's chart).	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive c. Selects a similar object/picture when shown a sample and asked to find "another one" d. Selects objects/pictures that are "the same" or "like this"
<i>Kindergarten</i>			
M.OA.K.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.	N/A	N/A	N/A
M.OA.K.2: Solve addition and subtraction word problems and add and subtract within 10 (e.g., by using objects or drawings to	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
represent the problem).			
M.OA.K.3: Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	N/A	N/A	N/A
M.OA.K.4: For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation.	N/A	N/A	N/A
M.OA.K.5: Fluently add and subtract within 5.	N/A	N/A	N/A
Measurement and Data: M.MD.			
Describe and compare measurable attributes			
<i>Young Infant</i>			
M.MD.i.1: Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial <ul style="list-style-type: none"> a. Visually fixates for at least 3 seconds b. Visually tracks object horizontally (from side to side) c. Visually tracks object vertically (from head to stomach) d. Visually tracks object in a circle e. Gaze lingers where object or person disappears 7. Functional Use of Objects & Symbolic Play <ul style="list-style-type: none"> b. Explores objects with mouth 8. Problem Solving/Reasoning <ul style="list-style-type: none"> d. Plays with toys placed in hands
<i>Mobile Infant</i>			
M.MD.mi.1: Shows awareness of the size of objects where the size difference is great (e.g., communicates “big ball”, shows a preference for the bigger over the smaller toy).	Infants & Toddlers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive <ul style="list-style-type: none"> q. Selects “biggest” and “littlest” (or “smallest”) from a group of three objects/pictures
<i>Toddler</i>			
M.MD.t.1: Starts to use words to describe measurable attributes (e.g., big, heavy, empty).	Infants & Toddlers	Communication	10. Grammatical Structure <ul style="list-style-type: none"> d. Uses two-word utterances to indicate specificity and characteristics
<i>Pre 3</i>			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims “That’s heavier!”).	Preschoolers	Cognition	6-II. Visual Perception: Matching & Sorting a. Sorts by size (big and little) c. Sorts by shape d. Sorts by two characteristics
		Cognition/ Communication	10. Concepts/Vocabulary: Receptive e. Selects “biggest” and “littlest” (or “smallest”) from a group of three objects/pictures r. Selects objects/pictures to indicate an understanding of at least four relative concepts or comparisons cc. Understands qualitative concepts 11. Concepts/Vocabulary: Expressive i. Uses a variety of adjectives j. Defines two or more simple words using at least one descriptor v. Names a class of objects from its members
Pre 4			
M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive r. Selects objects/pictures to indicate an understanding of at least four relative concepts or comparisons 11. Concepts/Vocabulary: Expressive l. Names objects by function m. Names examples in classes
M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive r. Selects objects/pictures to indicate an understanding of at least four relative concepts or comparisons 11. Concepts/Vocabulary: Expressive d. Uses “other” or “another” to refer to additional or similar objects
Kindergarten			
M.MD.K.1: Describe measurable attributes of objects (e.g., length or weight). Describe several measurable attributes of a single object.	N/A	N/A	N/A
M.MD.K.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of ”/“less of ” the	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
attribute and describe the difference (e.g., directly compare the heights of two children and describe one child as taller/ shorter).			
Classify objects and count the number of objects in each category			
<i>Young Infant</i>			
M.MD.i.2: Notices the difference between familiar and unfamiliar people, objects and places (e.g., looks back and forth between people or objects as if comparing them; explores objects by banging, shaking or hitting them).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills c. Smiles at familiar person f. Responds differently to family members and strangers 3. Self-Concept d. Recognizes self and others in mirror
<i>Mobile Infant</i>			
M.MD.mi.2 Matches two objects that are the same and selects similar items from a group (e.g., matches two identical toys, points out all the blue plates at snack).	Infants & Toddlers	Cognition	6-II. Visual Perception: Matching & Sorting b. Matches primary colors 7. Functional Use of Objects & Symbolic Play g. Combines two objects in a functional manner
<i>Toddler</i>			
M.MD.t.2: Groups two or more objects by one attribute (e.g., labels all the big animals “mama” and the small animals “baby”, puts all the red items in one pile and the non red items in another).	Infants & Toddlers	Cognition	6-II. Visual Perception: Matching & Sorting a. Sorts by size (big and little) c. Sorts by shape d. Sorts by two characteristics
M.MD.t.3: Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing).	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play g. Combines two objects in a functional manner
<i>Pre 3</i>			
M.MD.p3.2: Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).	Preschoolers	Cognition	6-II. Visual Perception: Matching & Sorting a. Sorts by size (big and little) c. Sorts by shape d. Sorts by two characteristics
<i>Pre 4</i>			
M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the	Preschoolers	Cognition	6-II. Visual Perception: Matching & Sorting d. Sorts by two characteristics 8. Problem Solving/Reasoning s. Describes similarities between two different objects

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
categories based on quantity.			9. Number Concepts h. Compares two quantities and tells which is more l. Counts 10 objects in a row (one-to-one correspondence)
M.MD.p4.4: Collects data by categories to answer simple questions.	Preschoolers	Cognition	8. Problem Solving/Reasoning q. Reasons about experiences and asks and answers questions 9. Number Concepts h. Compares two quantities and tells which is more
<i>Kindergarten</i>			
M.MD.K.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	N/A	N/A	N/A
Geometry: M.G.			
Identify and Describe Shapes			
<i>Young Infant</i>			
M.G.i.1: Exhibits some sense of size, color and shape recognition of objects in the environment.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial dd. Recognizes familiar signs 6-II. Visual Perception: Matching & Sorting a. Sorts by size (big and little) c. Sorts by shape d. Sorts by two characteristics
<i>Mobile Infant</i>			
M.G.mi.1: Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).	Infants & Toddlers	Cognition	6-I. Visual Perception: Puzzles & Blocks a. Places large round form in form board b. Places large square form in form board c. Imitates building a chair with blocks d. Places round and square forms in form board when they are simultaneously presented e. Places large triangular form in form board f. Places round, square, and triangular forms in form board when they are simultaneously presented g. Completes simple puzzles h. Places correct forms in shape sorter i. Places round, square, and triangular forms in reversed

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			form board j. Imitates block train k. Puts together two-piece puzzles l. Imitates block building m. Imitates block bridge n. Puts together puzzle with four or five interconnected pieces
<i>Toddler</i>			
(Circles, squares, typical triangles)	N/A	N/A	N/A
M.G.t.1: Demonstrates an understanding of simple location/position words (e.g., under, in, out).	Infants & Toddlers	Cognition/Communication	10. Concepts/Vocabulary: Receptive k. Actively searches for source of sound when sound is not visible l. Shows recognition of a few familiar sounds
M.G.t.2: Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).	Infants & Toddlers	Cognition	6-I. Visual Perception: Puzzles & Blocks e. Places large triangular form in form board h. Places correct forms in shape sorter i. Places round, square, and triangular forms in reversed form board
<i>Pre 3</i>			
(Squares, circles, triangles, rectangles)	N/A	N/A	N/A
M.G.p3.1: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).	Preschoolers	Cognition/Communication	10. Concepts/Vocabulary: Receptive q. Understands “around,” “in front of,” “in back of,” “between,” “high,” and “low” v. Understands “backward” and “forward” w. Selects objects/pictures to indicate an understanding of at least eight relative concepts or comparisons
M.G.p3.2: Correctly names shapes regardless of their orientations or overall size.	Preschoolers	Cognition/Communication	11. Concepts/Vocabulary: Expressive v. Names a class of objects from its members
<i>Pre 4</i>			
(Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)	N/A	N/A	N/A
M.G.p4.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).	Preschoolers	Cognition/Communication	10. Concepts/Vocabulary: Receptive q. Understands “around,” “in front of,” “in back of,” “between,” “high,” and “low” v. Understands “backward” and “forward” w. Selects objects/pictures to indicate an understanding

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item of at least eight relative concepts or comparisons
			11. Concepts/Vocabulary: Expressive l. Names objects by functions m. Names examples in classes
M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive l. Names objects by functions m. Names examples in classes
<i>Kindergarten</i>			
(Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)	N/A	N/A	N/A
M.G.K.1: Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).	N/A	N/A	N/A
M.G.K.2: Correctly name shapes regardless of their orientations or overall size.	N/A	N/A	N/A
M.G.K.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	N/A	N/A	N/A
Analyze, compare, create and compose shapes			
<i>Young Infant</i>			
M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play a. Moves hand to mouth b. Explores objects with mouth
<i>Mobile Infant</i>			
M.G.mi.2: Uses trial and error strategies to fit objects together (e.g., experiments with how objects fit in space: stack, sorts, dumps, pushes, pulls, twists, turns).	Infants & Toddlers	Cognition	6-I. Visual Perception: Puzzles & Blocks a. Places large round form in form board b. Places large square form in form board c. Imitates building a chair with blocks d. Places round and square forms in form board when they are simultaneously presented e. Places large triangular form in form board f. Places round, square, and triangular forms in form board when they are simultaneously presented

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			g. Completes simple puzzles h. Places correct forms in shape sorter i. Places round, square, and triangular forms in reversed form board j. Imitates block train k. Puts together two-piece puzzles l. Imitates block building m. Imitates block bridge n. Puts together puzzle with four or five interconnected pieces
<i>Toddler</i>			
M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.	Infants & Toddlers	Cognition	6-I. Visual Perception: Puzzles & Blocks a. Places large round form in form board b. Places large square form in form board c. Imitates building a chair with blocks d. Places round and square forms in form board when they are simultaneously presented e. Places large triangular form in form board f. Places round, square, and triangular forms in form board when they are simultaneously presented g. Completes simple puzzles h. Places correct forms in shape sorter i. Places round, square, and triangular forms in reversed form board j. Imitates block train k. Puts together two-piece puzzles l. Imitates block building m. Imitates block bridge n. Puts together puzzle with four or five interconnected pieces
<i>Pre 3</i>			
M.G.p3.3: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive q. Understands “around,” “in front of,” “in back of,” “between,” “high,” and “low” v. Understands “backward” and “forward” w. Selects objects/pictures to indicate an understanding

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
(e.g., having sides of equal length).			of at least eight relative concepts or comparisons
M.G.p3.4: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.	Preschoolers	Cognition	6-I. Visual Perception: Blocks & Puzzles b. Imitates block train 6-II. Visual Perception: Matching & Sorting c. Sorts by shape
<i>Pre 4</i>			
M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	Preschoolers	Cognition	6-I. Visual Perception: Blocks & Puzzles j. Imitates construction of a simple visual pattern using parquetry blocks m. Reproduces simple block designs from memory 9. Number Concepts h. Compares two quantities and tells which is more
		Cognition/ Communication	10. Concepts/Vocabulary: Receptive r. Selects objects/pictures to indicate an understanding of at least four relative concepts or comparisons w. Selects objects/pictures to indicate an understanding of at least eight relative concepts or comparisons
M.G.p4.4: Creates shapes during play by building, drawing, etc.	Preschoolers	Cognition	6-I. Visual Perception: Blocks & Puzzles d. Imitates block building e. Imitates block bridge k. Builds representationally with blocks 6-II. Visual Perception: Matching & Sorting c. Sorts by shape 7. Symbolic Play j. Cooperates with others in pretend play (discusses roles)
		Fine Motor	21. Visual-Motor Skills f. Copies a circle g. Copies a cross h. Draws a person with a head and at least one feature j. Draws a person with a head and four features l. Copies a square m. Draws simple representational pictures o. Traces outline of simple stencil p. Draws a person with a head and eight features
M.G.p4.5: Puts together several shapes to	Preschoolers	Cognition	6-I. Visual Perception: Blocks & Puzzles

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
make a picture and fill simple outline puzzles.			c. Puts together two-piece puzzles d. Imitates block building e. Imitates block bridge f. Puts together puzzle with four or five interconnected pieces g. Imitates horizontal (flat on the table) block patterns of two and three blocks (two colors) i. Completes 8- to 12-piece interconnected puzzles l. Completes 15- to 25-piece interconnected puzzles
<i>Kindergarten</i>			
M.G.K.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	N/A	N/A	N/A
M.G.K.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	N/A	N/A	N/A
M.G.K.6: Compose simple shapes to form larger shapes (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
Science (S)			
Motion and Stability: Forces and Interactions			
Young Infant			
S.i.1: Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial g. Pulls cloth from face h. Pulls cloth from caregiver’s face l. Retrieves object fully hidden under a cover
S.i.2: Repeats behaviors to figure out cause and effect (e.g., shakes a rattle to make the sound; toy released from up high always drops down).	Infants & Toddlers	Cognition	8. Problem Solving/Reasoning c. Repeats activities that produce interesting results e. Persists in efforts to obtain an object or create an effect
		Personal-Social	2. Interpersonal Skills h. Repeats activity that elicits laughter from observer(s)
Mobile Infant			
S.mi.1: Purposefully initiates actions on objects to make things happen (e.g., banging on pots /pan, touches different parts of a musical toy to make the music start again).	Infants & Toddlers	Cognition	8. Problem Solving/Reasoning g. Looks for or reaches toward objects that make a noise while falling from view k. Plays with a variety of toys to produce effects
S.mi.2: Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play j. Plays spontaneously with a variety of objects, demonstrating their functions k. Experiments with unfamiliar objects to determine their functions 8. Problem Solving/Reasoning g. Looks for or reaches toward objects that make a noise while falling from view h. Looks for or reaches toward objects that fall quietly from view i. Looks or moves in correct direction for objects that fall and roll or bounce to a new location v. Independently plays with toys that require pushing buttons, pulling strings, and/or operating switches to get effects
Toddler			
S.t.1: Demonstrates an understanding of basic cause and effect.	Infants & Toddlers	Cognition	8. Problem Solving/Reasoning j. Overcomes obstacles to get toys

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			w. Experiments with cause and effect when playing
S.t.2: Acts upon objects to see any novel movement their action causes (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).	Infants & Toddlers	Cognition	8. Problem Solving/Reasoning k. Plays with a variety of toys to produce effects v. Independently plays with toys that require pushing buttons, pulling strings, and/or operating switches to get effects
<i>Pre 3</i>			
S.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).	Preschoolers	Cognition	8. Problem Solving/Reasoning a. Shifts attention (i.e., visual fixation, body orientation) from one object to another
<i>Pre 4</i>			
S.p4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work
S.p4.2: Recognizes and describes the effect of his/her own actions on objects.	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work
<i>Kindergarten</i> (Kansas Early Learning Standard)			
K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	N/A	N/A	N/A
K-PS3-C: Relationship between energy and forces. A bigger push or pull makes things go faster.	N/A	N/A	N/A
K- PS2-2: Analyze data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull.	N/A	N/A	N/A
K-PS2-A: Forces and Motion- pushes and pulls can have different strengths and directions.	N/A	N/A	N/A
K-PS2-B: Types of Interactions- when objects touch or collide, they push one another and	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
can change motion.			
Energy			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
N/A	N/A	N/A	N/A
<i>Toddler</i>			
N/A	N/A	N/A	N/A
<i>Pre 3</i>			
S.p3.2: Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “ It’s hot out here in the sun.” “At night it gets dark because the sun goes away”).	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work q. Reasons about experiences and asks and answers questions
<i>Pre 4</i>			
S.p4.3: Demonstrates an understanding that the sun provides light and warmth.	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work q. Reasons about experiences and asks and answers questions
<i>Kindergarten (Kansas Early Learning Standard)</i>			
K- PS3-1: Make observations to determine the effect of sunlight on Earth’s surface.	N/A	N/A	N/A
K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	N/A	N/A	N/A
K-PS3-3-B: Conservations of Energy and Energy Transfer- sunlight warms the Earth’s surface.	N/A	N/A	N/A
From Molecules to Organisms: Structures and Processes			
<i>Young Infant</i>			
S.i.3: Shows interest in animals.	Infants & Toddlers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive c. Turns head and searches for or reaches toward sound at ear level while on back
<i>Mobile Infant</i>			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
S.mi.3: Shows interest in living things and observes and/or engages with them in a respectful way (e.g., is gentle with animals, plants).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills m. Shows affection
<i>Toddler</i>			
S.t.3: Names familiar objects, animals, body parts (e.g., arm, hand, arm).	Infants & Toddlers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive j. Names most common objects
S.t.4: Begins to identify traits of living things (e.g., the sound a duck makes).	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory p. Identifies objects, people, and events by their sounds
S.t.5: Demonstrates an understanding that people and animals need food and water to live.	Infants & Toddlers	Personal-Social	4-I. Self-Help Skills: Eating v. Distinguishes between edible and nonedible substances
<i>Pre 3</i>			
S.p3.3: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	Preschoolers	Communication	14. Conversation Skills a. Asks simple questions with a vocalization or gesture b. Asks yes/no questions with appropriate inflection
S.p3.4: Understands that living things need air, water and food.	Preschoolers	Communication	13. Verbal Comprehension j. Points to pictures or selects objects from a group based on object class and two characteristics
<i>Pre 4</i>			
S.p4.4: Asks /answers questions about objects, organisms and events in their environments.	Preschoolers	Communication	14. Conversation Skills a. Asks simple questions with a vocalization or gesture b. Asks yes/no questions with appropriate inflection
S.p4.5: Understands and is able to explain why plants and animals need air, food and water.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial g. Remembers incidental information
<i>Kindergarten (Kansas Early Learning Standard)</i>			
K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.	N/A	N/A	N/A
K-LS1-C: Organization for Matter and Energy Flow in Organisms- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	N/A	N/A	N/A
Earth's Systems			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
Young Infant			
S.i.4: Turns head toward or away from weather.	Infants & Toddlers	Cognition	12. Attention & Memory: Auditory a. Quiets when presented with noise
		Cognition/ Communication	8. Problem Solving/Reasoning a. Shifts attention (i.e., visual fixation, body orientation) from one object to another
Mobile Infant			
S.mi.4: Demonstrates a variety of responses to changes in weather.	Infants & Toddlers	Cognition	8. Problem Solving/Reasoning a. Shifts attention (i.e., visual fixation, body orientation) from one object to another
Toddler			
S.t.6: Beginning to identify weather occurrences (e.g., sun, rain, snow).	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial v. Recognizes familiar toys, people (in addition to family members and regular caregivers), and places
Pre 3			
S.p3.5: Identifies weather occurrences (e.g., sun, rain and snow).	Preschoolers	Cognition	8. Problem Solving/Reasoning k. Answers questions (or points to pictures) to indicate where things come from or what they are made of l. Describes simple absurdities seen in pictures or real life m. Responds appropriately to “tell me how” or “how do you” questions
S.p3.6: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).	Preschoolers	Cognition	8. Problem Solving/Reasoning k. Answers questions (or points to pictures) to indicate where things come from or what they are made of l. Describes simple absurdities seen in pictures or real life m. Responds appropriately to “tell me how” or “how do you” questions
Pre 4			
S.p4.6: Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).	Preschoolers	Cognition	8. Problem Solving/Reasoning k. Answers questions (or points to pictures) to indicate where things come from or what they are made of l. Describes simple absurdities seen in pictures or real life m. Responds appropriately to “tell me how” or “how do

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			you” questions
S.p4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons.	Preschoolers	Cognition	8. Problem Solving/Reasoning k. Answers questions (or points to pictures) to indicate where things come from or what they are made of l. Describes simple absurdities seen in pictures or real life m. Responds appropriately to “tell me how” or “how do you” questions
S.p4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).	Preschoolers	Cognition	8. Problem Solving/Reasoning k. Answers questions (or points to pictures) to indicate where things come from or what they are made of l. Describes simple absurdities seen in pictures or real life m. Responds appropriately to “tell me how” or “how do you” questions
<i>Kindergarten</i> (Kansas Early Learning Standard)			
K-ESS2-1: Use and share observations of local weather conditions to describe patters over time.	N/A	N/A	N/A
K-ESS2-D: Weather and Climate- weather is the combination of sunlight, wind, snow or rain and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.	N/A	N/A	N/A
K-ESS2-1: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	N/A	N/A	N/A
K-ESS2.E: Biogeology - plants and animals can change their environment.	N/A	N/A	N/A
K-ESS3-C: Human Impacts on Earth Systems- Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
Earth and Human Activity			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
N/A	N/A	N/A	N/A
<i>Toddler</i>			
S.t.7: Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water).	Infants & Toddlers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive h. Points to 15 or more pictures of animals and/or common objects on request
S.t.8: Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play n. Pretends that objects are something other than what they are (e.g., blocks are food) p. Assumes different roles in fantasy play q. Represents more complex events in play
<i>Pre 3</i>			
S.p3.7: Comments on an animal's appearance, behavior or habitat.	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work e. Answers at least one "why do" question correctly f. Identifies silly or wrong pictures or events g. Finds items that go together when asked, "Which one goes with this?" i. Tells how an object is used when asked, "What do you do with this?"
S.p3.8: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).	Preschoolers	Cognition	8. Problem Solving/Reasoning k. Answers questions (or points to pictures) to indicate where things come from or what they are made of l. Describes simple absurdities seen in pictures or real life m. Responds appropriately to "tell me how" or "how do you" questions n. Completes two analogies (i.e., sentences involving comparisons, such as "Brother is a boy, sister is a girl") o. Identifies missing parts in pictures
S.p3.9: Makes comments about the weather. (e.g., it's cold, it's windy).	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<p>functions and/or shows other people how they work</p> <p>e. Answers at least one “why do” question correctly</p> <p>f. Identifies silly or wrong pictures or events</p> <p>g. Finds items that go together when asked, “Which one goes with this?”</p> <p>i. Tells how an object is used when asked, “What do you do with this?”</p> <p>j. Answers two or more “what do you do when” questions</p> <p>k. Answers questions (or points to pictures) to indicate where things come from or what they are made of</p> <p>l. Describes simple absurdities seen in pictures or real life</p> <p>m. Responds appropriately to “tell me how” or “how do you” questions</p> <p>n. Completes two analogies (i.e., sentences involving comparisons, such as “Brother is a boy, sister is a girl”)</p> <p>o. Identifies missing parts in pictures</p>
S.p3.10: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).	Preschoolers	Cognition	<p>8. Problem Solving/Reasoning</p> <p>d. Independently explores objects to determine their functions and/or shows other people how they work</p> <p>e. Answers at least one “why do” question correctly</p> <p>f. Identifies silly or wrong pictures or events</p> <p>g. Finds items that go together when asked, “Which one goes with this?”</p> <p>i. Tells how an object is used when asked, “What do you do with this?”</p> <p>j. Answers two or more “what do you do when” questions</p> <p>k. Answers questions (or points to pictures) to indicate where things come from or what they are made of</p> <p>l. Describes simple absurdities seen in pictures or real life</p> <p>m. Responds appropriately to “tell me how” or “how do you” questions</p> <p>n. Completes two analogies (i.e., sentences involving</p>

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			comparisons, such as "Brother is a boy, sister is a girl") o. Identifies missing parts in pictures
<i>Pre 4</i>			
S.p4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work e. Answers at least one "why do" question correctly f. Identifies silly or wrong pictures or events g. Finds items that go together when asked, "Which one goes with this?" i. Tells how an object is used when asked, "What do you do with this?" j. Answers two or more "what do you do when" questions k. Answers questions (or points to pictures) to indicate where things come from or what they are made of l. Describes simple absurdities seen in pictures or real life m. Responds appropriately to "tell me how" or "how do you" questions n. Completes two analogies (i.e., sentences involving comparisons, such as "Brother is a boy, sister is a girl") o. Identifies missing parts in pictures
S.p4.10: 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).	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work e. Answers at least one "why do" question correctly f. Identifies silly or wrong pictures or events g. Finds items that go together when asked, "Which one goes with this?" i. Tells how an object is used when asked, "What do you do with this?" j. Answers two or more "what do you do when" questions k. Answers questions (or points to pictures) to indicate where things come from or what they are made of

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			l. Describes simple absurdities seen in pictures or real life m. Responds appropriately to “tell me how” or “how do you” questions n. Completes two analogies (i.e., sentences involving comparisons, such as “Brother is a boy, sister is a girl”) o. Identifies missing parts in pictures
S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work e. Answers at least one “why do” question correctly f. Identifies silly or wrong pictures or events g. Finds items that go together when asked, “Which one goes with this?” i. Tells how an object is used when asked, “What do you do with this?” j. Answers two or more “what do you do when” questions k. Answers questions (or points to pictures) to indicate where things come from or what they are made of l. Describes simple absurdities seen in pictures or real life m. Responds appropriately to “tell me how” or “how do you” questions n. Completes two analogies (i.e., sentences involving comparisons, such as “Brother is a boy, sister is a girl”) o. Identifies missing parts in pictures
S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work e. Answers at least one “why do” question correctly f. Identifies silly or wrong pictures or events g. Finds items that go together when asked, “Which one goes with this?” i. Tells how an object is used when asked, “What do you do with this?”

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			j. Answers two or more “what do you do when” questions k. Answers questions (or points to pictures) to indicate where things come from or what they are made of l. Describes simple absurdities seen in pictures or real life m. Responds appropriately to “tell me how” or “how do you” questions n. Completes two analogies (i.e., sentences involving comparisons, such as “Brother is a boy, sister is a girl”) o. Identifies missing parts in pictures
<i>Kindergarten</i> (Kansas Early Learning Standard)			
K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	N/A	N/A	N/A
K-ESS3-A: Natural Resources- Living things need water, air and resources from the land and they live in places that have the things they need. Humans use natural resources for everything they do.	N/A	N/A	N/A
K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.	N/A	N/A	N/A
K-ESS3-B: Natural Hazards- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.	N/A	N/A	N/A
K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.	N/A	N/A	N/A
K-ESS3-C: Human Impacts on Earth Systems- things that people do to live comfortably can affect the world around them. But they can	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
make choices that reduce their impacts on the land, water, air and other living things.			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
Social Studies (SS)			
Government			
<i>Young Infant</i>			
SS.i.1: Shows awareness of self and of other people.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills i. Shows an interest in other children—tries to attract their attention through eye gaze, smiles, and vocalizations 3. Self-Concept a. Responds to name d. Recognizes self and others in mirror m. Distinguishes and names self in photographs
<i>Mobile Infant</i>			
SS.mi.1: Prefers familiar adults over strangers.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills f. Responds differently to family members and strangers
<i>Toddler</i>			
SS.t.1: Identifies family members by name.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills f. Responds differently to family members and strangers
<i>Pre 3</i>			
SS.p3.1: Names family members by relationships (e.g., dad, sister, cousin).	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial s. Can recall the names of 8–10 pictures when shown an array of 18–20
<i>Pre 4</i>			
SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial s. Can recall the names of 8–10 pictures when shown an array of 18–20
<i>Kindergarten</i>			
SS.K.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	N/A	N/A	N/A
Economics			
<i>Young Infant</i>			
SS.i.2: Demonstrates beginning awareness of objects in the environment.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial a. Visually fixates for at least 3 seconds b. Visually tracks object horizontally (from side to side) c. Visually tracks object vertically (from head to stomach)

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			d. Visually tracks object in a circle e. Gaze lingers where object or person disappears
Mobile Infant			
SS.mi.2: Identifies objects as “mine.”	Infants & Toddlers	Personal-Social	3. Self-Concept h. Identifies objects as “mine”
Toddler			
SS.t.2: Shares with others and takes turns with adult guidance.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills u. Spontaneously shares with peers, often briefly
		Communication	14. Conversation Skills i. Waits for adult to take a turn jj. Sustains conversation for several turns
Pre 3			
SS.p3.2: Trades or exchanges materials or objects with others.	Preschoolers	Personal-Social	2. Interpersonal Skills a. Negotiates with peers about toys (may trade)
SS.p3.3: Discriminates between “yours” and “mine.”	Preschoolers	Personal-Social	2. Interpersonal Skills s. Asks permission to use other people’s belongings
Pre 4			
SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available).	Preschoolers	Personal-Social	2. Interpersonal Skills m. Labels feelings of peers and responds to them r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play v. Recognizes another’s need for help and gives assistance
SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility k. Buys simple objects in store without help (i.e., gets object or has clerk get object, gives money, and waits for change)
Kindergarten			
SS.K.1: Understands that a person cannot have everything he/she wants, so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer).	N/A	N/A	N/A
SS.K.2: Explains what he/she gives up when a choice is made.	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
SS.K.3: Understands the use of money to purchase goods and services.	N/A	N/A	N/A
SS.K.4: Discusses the benefits of saving money.	N/A	N/A	N/A
SS.K.5: Gives examples of types of jobs that he/she does within the family.	N/A	N/A	N/A
Geography			
<i>Young Infant</i>			
N/A	N/A	N/A	N/A
<i>Mobile Infant</i>			
SS.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial <ul style="list-style-type: none"> i. Retrieves object partially hidden under a cover l. Retrieves object fully hidden under a cover m. Finds toy hidden under one of two covers, alternately n. Finds toy hidden under three superimposed covers o. Finds toy after seeing it covered and removed in two places and left covered in a third p. Finds toy under (or in) one of two containers after containers are reversed q. Remembers location of objects that are put down for a few minutes
<i>Toddler</i>			
SS.t.3: Talks about objects and people in familiar environments (e.g., home, grocery store).	Infants & Toddlers	Communication	14. Conversation Skills <ul style="list-style-type: none"> hh. Uses word or sign combinations to describe remote events ii. Comments on appearance or disappearance of objects or people
<i>Pre 3</i>			
SS.p3.4: Uses words to indicate direction.	Preschoolers	Communication	14. Conversation Skills <ul style="list-style-type: none"> h. Responds appropriately to “where” and “why” questions l. Describes events occurring in the environment
SS.p3.5: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).	Preschoolers	Fine Motor	21. Visual-Motor Skills <ul style="list-style-type: none"> m. Draws simple representational pictures

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
SS.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	Preschoolers	Personal-Social	1. Self-Regulation & Responsibility i. Performs simple chores (may have to be reminded or supervised)
<i>Pre 4</i>			
SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, here/there).	Preschoolers	Communication	14. Conversation Skills h. Responds appropriately to “where” and “why” questions l. Describes events occurring in the environment
SS.p4.5: Creates simple “maps” or drawings of familiar places.	Preschoolers	Fine Motor	21. Visual-Motor Skills m. Draws simple representational pictures
SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive a. Names six or more pictures of common objects e. Names most pictures and line drawings of familiar objects
SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat).	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive r. Selects objects/pictures to indicate an understanding of at least four relative concepts or comparisons t. Selects members of a class w. Selects objects/pictures to indicate an understanding of at least eight relative concepts or comparisons bb. Understands time concepts
SS.p4.8: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).	Preschoolers	Personal-Social	3. Self Concept m. Seeks activities that challenge skills
<i>Kindergarten</i>			
SS.K.6: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, left/right, near/far, here/there).	N/A	N/A	N/A
SS.K.7: Locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).	N/A	N/A	N/A
SS.K.8: Describes characteristics of local surroundings (e.g., classroom, playground,	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
neighborhood, city, school).			
SS.K.9: Describes seasonal changes and how they affect an individual.	N/A	N/A	N/A
SS.K.10: Identifies ways people can maintain or improve the quality of their environment.	N/A	N/A	N/A
Kansas, United States, and World History			
Young Infant			
N/A	N/A	N/A	N/A
Mobile Infant			
SS.mi.4: Recognizes and anticipates familiar routines.	Infants & Toddlers	Personal-Social	<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed) <p>4-I. Self-Help Skills: Eating</p> <ul style="list-style-type: none"> a. Smoothly sucks from nipple b. Infrequently “roots” toward food or objects c. Infrequently bites down on spoon d. Infrequently gags (only when appropriate) e. Munches food (chewing up and down) f. Uses purposeful tongue movements g. Pulls food off spoon with lips h. Holds own bottle (omit for breast-fed infants) i. Assists in drinking from cup that is held by adult j. Eats junior or mashed table food without gagging k. Cleans lower lip with teeth l. Chews with rotary/side-to-side action m. Feeds self with fingers n. Holds and drinks from cup o. Brings spoon to mouth and eats food off of it p. Scoops food from dish with spoon q. Chews well r. No longer uses bottle or breast s. Feeds self without spilling (with almost no help) t. Drinks from straw u. Feeds self meal with spoon and cup as main utensils v. Distinguishes between edible and nonedible

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<p>substances</p> <p>w. Begins to use fork</p> <p>x. Drinks from small glass held with one hand</p> <p>y. Gets drink unassisted (turns tap on and off)</p> <p>z. Pours liquid from one container into another</p> <p>4-II. Self-Help Skills: Dressing</p> <p>a. Cooperates in dressing and undressing</p> <p>b. Partially pulls shirt over head</p> <p>c. Removes loose clothing</p> <p>d. Unties shoes or hat as an act of undressing</p> <p>e. Unfastens clothing zipper that has a large pull tab</p> <p>f. Puts on hat</p> <p>g. Removes simple clothing (e.g., open shirt or jacket, stretch pants)</p> <p>h. Removes shoes</p> <p>i. Removes coat</p> <p>j. Puts on simple clothing (e.g., pants, shoes, socks)</p> <p>k. Puts on all clothing unaided, except for fasteners</p> <p>l. Undoes fasteners (e.g., large buttons, snaps, shoelaces)</p> <p>4-III. Self-Help Skills: Grooming</p> <p>a. Enjoys playing in water</p> <p>b. Does not drool</p> <p>c. Cooperates in washing and drying hands</p> <p>d. Allows teeth to be brushed</p> <p>e. Allows nose to be wiped</p> <p>f. Washes own hands</p> <p>g. Wipes nose if given a tissue</p> <p>h. Dries hands</p> <p>i. Brushes teeth with assistance</p> <p>j. Washes self with washcloth</p> <p>4-IV. Self-Help Skills: Toileting</p> <p>a. Indicates need for soiled diaper or pants to be changed</p> <p>b. Cooperates with diaper changing</p> <p>c. Stays dry for 2- to 3-hour periods during the day</p>

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			d. Urinates when placed on toilet e. Has bowel movement when placed on toilet f. Usually indicates need to toilet (rarely has bowel accidents) g. Uses toilet by self, except for cleaning after bowel movement
		Cognition	5. Attention & Memory: Visual/Spatial f. Shows anticipation of regularly occurring events in everyday care
Toddler			
SS.t.4: Identifies routines and common occurrences in his/her life.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)
SS.t.5: Recognizes the start and end of an event (e.g., clapping at the end of a song).	Infants & Toddlers	Personal-Social	2. Interpersonal Skills x. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)
		Cognition	5. Attention & Memory: Visual/Spatial j. Anticipates frequently occurring events in familiar games after two or three trials k. Anticipates frequently occurring events in familiar games on first trial
		Cognition/ Communication	12. Attention & Memory: Auditory q. Anticipates parts of rhymes or songs r. Joins in saying nursery rhymes (repeats parts of them)
Pre 3			
SS.p3.7 Questions why and/or how people are similar or different.	Preschoolers	Personal-Social	2. Interpersonal Skills r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play
		Communication	14. Conversation Skills m. Answers “what is,” “whose,” “who,” and “how many” questions appropriately (if not correctly) 15. Sentence Construction k. Asks “wh” questions (e.g., “why,” “what,” “where”)

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			v. Uses comparatives
SS.p3.8: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...” , “ or before I moved into my new house... ”).	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive bb. Understands time concepts
		Communication	14. Conversation Skills d. Uses word or sign combinations to describe remote events l. Describes events occurring in the environment v. Explains social conventions or rules to peers 15. Sentence Construction o. Uses most irregular past-tense verb forms correctly t. Uses a variety of adjectives to describe what has been seen, heard, or experienced
Pre 4			
SS.p4.9 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory d. Notices and reacts to changes in familiar rhymes, songs, or stories
		Communication	14. Conversation Skills d. Uses word or sign combinations to describe remote events k. Uses words to describe attributes of toys, foods, or other objects l. Describes events occurring in the environment m. Answers “what is,” “whose,” “who,” and “how many” questions appropriately (if not correctly) o. Responds appropriately to “what do you do” and “why do we” questions u. Communicates knowledge about the world to peers and adults v. Explains social conventions or rules to peers
SS.p4.10: Names city and state where he/she lives.	Preschoolers	Personal-Social	3. Self Concept b. Makes positive statements about self
SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive aa. Answers questions or points to pictures to show an understanding that different activities occur in the daytime and at night bb. Understands time concepts

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
<i>Kindergarten</i>			
SS.K.11: Identifies and explains how tools and technology used in the home/school meet people's needs.	N/A	N/A	N/A
SS.K.12: Explains how each individual has a personal history. 2.(A) compares and contrasts his/her own life with life in a city and/or a rural community.	N/A	N/A	N/A
SS.K.13: Identifies family customs and traditions and explains their importance.	N/A	N/A	N/A
SS.K.14: Understands that Kansas is a state in the United States and the significance of Kansas Day as the celebration of the state's birthday.	N/A	N/A	N/A
SS.K.15: Locates the state of Kansas using a map of the United States.	N/A	N/A	N/A
SS.K.16: Recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo).	N/A	N/A	N/A
SS.K.17: Places events in sequential order.	N/A	N/A	N/A
SS.K.18: Uses information to find main idea.	N/A	N/A	N/A
SS.K.19: Scans historic photographs to gain information.	N/A	N/A	N/A
SS.K.20: Asks questions, shares information and discusses ideas about the past.	N/A	N/A	N/A

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
Creative Arts (C)			
Dance			
<i>Young Infant</i>			
CA.i.1: Physical:			
CA.i.1a: Moves body parts (e.g., sits with support).	Infants & Toddlers	Fine Motor	<p>17. Imitation: Motor</p> <ul style="list-style-type: none"> d. Imitates unfamiliar movements m. Imitates postures or actions that do not involve props <p>18. Grasp & Manipulation</p> <ul style="list-style-type: none"> a. Actively moves arm after seeing or hearing an object b. Looks to one side at hand or toy c. Brings toy and hand into visual field and looks at them when toy is placed in hand d. Watches hands at midline (actively moves and watches results) e. Bats at object at chest level f. Grasps object that is placed in hand (i.e., not reflexive grasp) g. Reaches out and grasps objects near body h. Displays extended reach and grasp i. Rakes and scoops small objects (i.e., fingers against palm) j. Reaches out for toys and picks them up when toys are in visual field k. Manipulates objects with hands and fingers l. Releases one object to take another m. Grasps an object, using thumb against index and middle fingers n. Uses inferior pincer grasp (i.e., thumb against side of index finger) o. Uses index finger to poke p. Uses neat pincer grasp (i.e., thumb against tip of index finger) q. Removes objects from holders (e.g., rings from post, pegs from holes) r. Releases objects into container s. Imitates building two-block tower

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			t. Grasps two small objects with one hand u. Places round pegs in holes v. Imitates building three- to four-block tower w. Pokes or plays with play dough x. Turns pages one at a time y. Imitates building six- to eight-block tower z. Turns doorknob with forearm rotation aa. Puts small object through small hole in container bb. Builds tower of 8–10 blocks 19. Bilateral Skills a. Raises both hands when object is presented (hands partially open) c. Brings hands together at midline e. Transfers objects from hand to hand g. Plays with own feet or toes r. Demonstrates hand preference (typically in eating)
		Gross Motor	22-I. Upright: Posture & Locomotion a. Holds head steady when held b. Holds trunk steady when held at hips c. Moves to sitting position from stomach or all-fours position d. Sits alone e. Pulls self to standing position f. Steps sideways holding a support g. Stoops to pick up toy while holding a support h. Removes hands from support and stands independently i. Takes independent steps j. Moves from hands and knees to hands and feet to standing k. Squats down to retrieve object l. Walks sideways m. Walks backward at least 5 feet n. Walks up three stairs, same-step foot placement, with rail o. Walks down three stairs, same-step foot placement,

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<p>with rail</p> <p>p. Maintains a squatting position in play</p> <p>q. Runs stiffly</p> <p>r. Jumps on floor</p> <p>s. Walks up three stairs, same-step foot placement, without rail</p> <p>t. Jumps off stair</p> <p>u. Walks backward 10 feet</p> <p>v. Walks on all types of surfaces without falling</p> <p>w. Uses heel-toe pattern (arms free to carry objects)</p> <p>x. Takes three to four steps on tiptoes</p> <p>y. Runs at least 10 feet without falling</p> <p>z. Jumps down from 8-inch height (one foot leading)</p> <p>aa. Walks up three stairs, alternate pattern, with rail</p> <p>bb. Walks at least 20 feet on tiptoes</p> <p>cc. Avoids obstacles when running</p> <p>dd. Walks up three stairs, alternate pattern, without rail</p> <p>ee. Walks down three stairs, same-step foot placement, without rail</p> <p>ff. Jumps over 2-inch hurdle</p> <p>gg. Jumps down from 16-inch to 18-inch height (one foot leading)</p> <p>hh. Broad jumps 4 inches to 14 inches</p> <p>22-II. Upright: Balance</p> <p>a. Stands on one foot while hands are held</p> <p>b. Lifts one leg momentarily</p> <p>c. Rises onto tiptoes momentarily</p> <p>d. Stands on one leg with stable posture (1–2 seconds)</p> <p>e. Stands sideways with both feet on balance beam with stable posture</p> <p>f. Walks 5 feet on balance beam with one foot on the balance beam and the other on the floor</p> <p>g. Walks along 10-foot line, following the general direction of the line</p> <p>h. Stands with stable posture on one leg with hands on hips and opposite knee bent (1–2 seconds)</p>

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<ul style="list-style-type: none"> i. Walks three steps on balance beam and maintains balance j. Walks along 10-foot line, keeping feet on the line and maintaining balance <p>22-III. Upright: Ball Play</p> <ul style="list-style-type: none"> a. Rolls ball back and forth with an adult b. Tries to kick ball c. Hurls ball 3 feet d. Kicks ball 3 feet e. Throws 8-inch ball to an adult who is 5 feet away f. Throws 3-inch ball to an adult who is 7 feet away g. Throws 3-inch ball to an adult who is 9 feet away h. Catches 8-inch ball with arms in front of body from an adult who is 5 feet away i. Kicks ball 4–6 feet <p>22-IV. Upright: Outdoor Play</p> <ul style="list-style-type: none"> a. Explores play area with supervision b. Enjoys swinging and sliding c. Climbs on low equipment d. Climbs slanted ladder e. Uses slide independently f. Runs on playground, pausing at surface changes g. Climbs on low jungle gym bars and will drop several inches to the ground h. Climbs vertical ladders i. Walks on movable surfaces using some hand support
CA.i.1b: Can focus on an object and follow it with focus.	Infants & Toddlers	Cognition	<p>5. Attention & Memory: Visual/Spatial</p> <ul style="list-style-type: none"> a. Visually fixates for at least 3 seconds b. Visually tracks object horizontally (from side to side) c. Visually tracks object vertically (from head to stomach) d. Visually tracks object in a circle e. Gaze lingers where object or person disappears
CA.i.2: Responding:			
CA.i.2a: Responds to sounds, visual images and motions.	Infants & Toddlers	Cognition	<p>5. Attention & Memory: Visual/Spatial</p> <ul style="list-style-type: none"> a. Visually fixates for at least 3 seconds

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			b. Visually tracks object horizontally (from side to side) c. Visually tracks object vertically (from head to stomach) d. Visually tracks object in a circle e. Gaze lingers where object or person disappears
CA.i.3: Creating:			
CA.i.3a: Reaches for caregiver and objects.	Infants & Toddlers	Communication	14. Conversation Skills p. Raises arms to be picked up
		Fine Motor	18. Grasp & Manipulation g. Reaches out and grasps objects near body
CA.i.4: Understanding:			
CA.i.4a: Moves body when happy and excited.	Infants & Toddlers	Communication	13. Verbal Comprehension d. Does previously learned task on verbal or gestural cue
Mobile Infant			
CA.mi.1: Physical:			
CA.mi.1a: Pulls up to standing.	Infants & Toddlers	Gross Motor	22-I. Upright: Posture & Locomotion e. Pulls self to standing position
CA.mi.1b: Sits without support.	Infants & Toddlers	Gross Motor	22-I. Upright: Posture & Locomotion d. Sits alone
CA.mi.2: Responding:			
CA.mi.2a: Reacts to vocal or observed cues.	Infants & Toddlers	Communication	13. Verbal Comprehension a. Appropriately reacts to tone of voice and/or some facial expressions b. Turns to the direction from which name is being called
CA.mi.2b: Responds to movement that has a beat or rhythm.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound
CA.mi.2c: Follows some observed actions.	Infants & Toddlers	Communication	13. Verbal Comprehension d. Does previously learned task on verbal or gestural cue
CA.mi.3: Creating:			
CA.mi.3a: Starts and stops with music cues with adult guidance.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory q. Anticipates parts of rhymes or songs
		Communication	13. Verbal Comprehension d. Does previously learned task on verbal or gestural cue
CA.mi.3b: Explores bending, stretching, small	Infants &	Gross Motor	23. Prone (on Stomach)

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
and big.	Toddlers		c. Extends head, arms, trunk, and legs in prone position e. Rolls from stomach to back f. Reaches while supported on one elbow h. Pivots in prone position 24. Supine (on Back) b. Bends and straightens arms and legs e. Reaches out with arm while supine
CA.mi.4: Understanding:			
CA.mi.4a: Controls some body movements.	Infants & Toddlers	Gross Motor	23. Prone (on Stomach) e. Rolls from stomach to back 24. Supine (on Back) g. Rolls from back to stomach
CA.mi.4b: Demonstrates following simple directions.	Infants & Toddlers	Communication	13. Verbal Comprehension h. Follows two or more simple commands (one object, one action), spoken or signed
<i>Toddler</i>			
CA.t.1: Physical:			
CA.t.1a: Moves head, arms, legs, knees, elbows, fingers, toes in isolation.	Infants & Toddlers	Gross Motor	23. Prone (on Stomach) i. Pulls forward in prone position j. Pulls self to hands and knees n. Raises one hand high while on hands and knees 24. Supine (on Back) e. Reaches out with arm while supine f. Holds feet in air for play
CA.t.1b: Walks, runs, jumps.	Infants & Toddlers	Gross Motor	22-I. Upright: Posture & Locomotion l. Walks sideways m. Walks backward at least 5 feet n. Walks up three stairs, same-step foot placement, with rail o. Walks down three stairs, same-step foot placement, with rail q. Runs stiffly r. Jumps on floor t. Jumps off stair y. Runs at least 10 feet without falling z. Jumps down from 8-inch height (one foot leading)

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			cc. Avoids obstacles when running ff. Jumps over 2-inch hurdle gg. Jumps down from 16-inch to 18-inch height (one foot leading)
CA.t.2: Responding:			
CA.t.2a: When asked, moves forward, backwards, up and, down.	Infants & Toddlers	Gross Motor	22-I. Upright: Posture & Locomotion i. Takes independent steps l. Walks sideways m. Walks backward at least 5 feet s. Walks up three stairs, same-step foot placement, without rail u. Walks backward 10 feet aa. Walks up three stairs, alternate pattern, with rail
CA.t.2b: Begins to balance on one foot.	Infants & Toddlers	Gross Motor	22-II. Upright: Balance a. Stands on one foot while hands are held
CA.t.2c: Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.	Infants & Toddlers	Gross Motor	22-III. Upright: Ball Play a. Rolls ball back and forth with an adult b. Tries to kick ball c. Hurls ball 3 feet d. Kicks ball 3 feet e. Throws 8-inch ball to an adult who is 5 feet away f. Throws 3-inch ball to an adult who is 7 feet away g. Throws 3-inch ball to an adult who is 9 feet away h. Catches 8-inch ball with arms in front of body from an adult who is 5 feet away i. Kicks ball 4–6 feet 23. Prone (on Stomach) k. Rocks forward and backward while on hands and knees m. Moves forward (creeps) while on hands and knees o. Creeps up stairs p. Creeps down stairs, backwards 24. Supine (on Back) b. Bends and straightens arms and legs e. Reaches out with arm while supine g. Rolls from back to stomach

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.t.3: Creating:			
CA.t.3a: Stops and starts with music cues.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials j. Anticipates frequently occurring events in familiar games involving sounds on first trial
CA.t.3b: Improvises movement to fast and slow music.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials j. Anticipates frequently occurring events in familiar games involving sounds on first trial
CA.t.2: Understanding:			
CA.t.2a: Stops and starts with music cues.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials j. Anticipates frequently occurring events in familiar games involving sounds on first trial
CA.t.2b: Improvises movement to fast and slow music.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials j. Anticipates frequently occurring events in familiar games involving sounds on first trial
<i>Pre 3</i>			
CA.p3.1: Physical:			
CA.p3.1a: Explores moving all body parts in isolation.	Infants & Toddlers	Gross Motor	23. Prone (on Stomach) i. Pulls forward in prone position j. Pulls self to hands and knees n. Raises one hand high while on hands and knees 24. Supine (on Back) e. Reaches out with arm while supine f. Holds feet in air for play
CA.p3.1b: Explores cross lateral movements.	Preschoolers	Fine Motor	19. Bilateral Skills

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			f. Demonstrates hand preference by picking up most materials with one hand (will cross midline of body)
CA.p3.2: Responding:			
CA.p3.2a: Moves one body part in response to a simple rhythm pattern.	Preschoolers	Fine Motor	17. Fine Motor d. Imitates simple finger plays (both hands doing similar actions) e. Imitates finger plays (each hand doing different actions) f. Imitates complex motor activities in songs and games
CA.p3.2b: Demonstrates the difference between still and moving.	Preschoolers	Gross Motor	22-II. Upright: Balance a. Stands sideways with both feet on balance beam with stable posture 22-IV. Upright: Outdoor Play h. Runs vigorously in play areas
CA.p3.2c: Moves over, under and around objects.	Preschoolers	Gross Motor	22-I. Upright: Posture & Locomotion f. Jumps down from 8-inch height (one foot leading) i. Avoids obstacles when running dd. Walks down 10 stairs, alternate pattern, with rail 22-II. Upright: Balance l. Does one somersault, keeping body moving forward 22-IV. Upright: Outdoor Play b. Climbs on low jungle gym bars and will drop several inches to the ground c. Climbs vertical ladders
		Cognition/ Communication	10. Concepts/Vocabulary: Receptive k. Understands “up,” “down,” “top,” and “bottom” l. Understands “under,” “over,” “next to,” and “beside” q. Understands “around,” “in front of,” “in back of,” “between,” “high,” and “low”
CA.p3.3: Creating:			
CA.p3.3a: Creates high, medium and low shapes.	Preschoolers	Fine Motor	21. Visual-Motor Skills a. Imitates horizontal stroke c. Copies a circle with a circular scribble f. Copies a circle g. Copies a cross l. Copies a square

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			o. Traces outline of simple stencil
		Cognition	8. Problem Solving/Reasoning h. Completes sequences of colors or shapes
CA.p3.3b: Explores and creates patterns.	Preschoolers	Fine Motor	21. Visual-Motor Skills a. Imitates horizontal stroke c. Copies a circle with a circular scribble f. Copies a circle g. Copies a cross l. Copies a square o. Traces outline of simple stencil
		Cognition	8. Problem Solving/Reasoning h. Completes sequences of colors or shapes
CA.p3.3c: Combines axial and locomotor movements together.	Preschoolers	Gross Motor	22-IV. Upright: Outdoor Play a. Runs on playground, pausing at surface changes
CA.p3.4: Understanding:			
CA.p3.4a: Listens to musical cues and teacher instruction.	Preschoolers	Cognition	12. Attention & Memory: Auditory j. Identifies the melody of a familiar song (names the tune)
CA.p3.4b: Dances with purpose attentive to music and instruction.	Preschoolers	Gross Motor	22-IV. Upright: Outdoor Play f. Moves actively in play areas
		Communication	13. Verbal Comprehension m. Follows instructions that include four elements
Pre 4			
CA.p4.1: Physical:			
CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.	Preschoolers	Gross Motor	22-II. Upright: Balance d. Stands with stable posture on one leg with hands on hips and opposite knee bent (1–2 seconds)
CA.p4.1b: Skips, slides, leaps.	Preschoolers	Gross Motor	22-I. Upright: Posture & Locomotion f. Jumps down from 8-inch height (one foot leading) l. Jumps over 2-inch hurdle m. Jumps down from 16-inch to 18-inch height (one foot leading) n. Broad jumps 4 inches to 14 inches p. Gallops five cycles r. Hops once in place u. Jumps over 8-inch hurdle

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			v. Jumps down from 18-inch to 24-inch height (feet together on takeoff and landing) w. Broad jumps 14 inches to 24 inches x. Skips five cycles, pausing between skips y. Hops two to three times on preferred foot z. Jumps down from 24-inch to 30-inch height (feet together on takeoff and landing) bb. Jumps over several 8-inch obstacles in succession cc. Broad jumps 24 inches to 36 inches dd. Walks down 10 stairs, alternate pattern, with rail ee. Hops five times on preferred foot, three times on nonpreferred foot ff. Skips 5–10 cycles, coordinated step–hop hh. Jumps 3 inches beyond arms’ reach ii. Jumps down from 32-inch height (may land on one foot) jj. Broad jumps at least 36 inches kk. Skips at least 15 cycles with rhythmic weight transfer (landing on toes) mm. Hops forward 16 inches on preferred foot, 12 inches on nonpreferred foot oo. Jumps on floor, completing 180-degree turn in one jump
CA.p4.2: Responding:			
CA.p4.2a: Dances to music with varying tempos.	Preschoolers	Gross Motor	22-IV. Upright: Outdoor Play f. Moves actively in play areas
		Fine Motor	17. Fine Motor f. Imitates complex motor activities in songs and games
CA.p4.2b: Creates simple rhythm patterns and is able to repeat them.	Preschoolers	Gross Motor	22-IV. Upright: Outdoor Play f. Moves actively in play areas
		Fine Motor	17. Fine Motor d. Imitates simple finger plays (both hands doing similar actions) e. Imitates finger plays (each hand doing different actions) f. Imitates complex motor activities in songs and games

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve.	Preschoolers	Gross Motor	22-IV. Upright: Outdoor Play f. Moves actively in play areas
CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	Preschoolers	Communication	15. Sentence Construction e. Uses “-ing” on verbs p. Uses correct verb forms, both irregular and regular, for past, present, and future actions
CA.p4.3: Creating:			
CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas.	Preschoolers	Gross Motor	22-IV. Upright: Outdoor Play f. Moves actively in play areas
CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	Preschoolers	Gross Motor	22-IV. Upright: Outdoor Play f. Moves actively in play areas
CA.p4.4: Understanding:			
CA.p4.4a: Able to listen and carry out instruction.	Preschoolers	Communication	13. Verbal Comprehension a. Follows two-part related commands in novel contexts b. Follows three-part commands (three objects and one action, three actions and one object, or three objects related by activity) f. Follows two-step commands involving sequence h. Follows three-step instructions in sequence involving two to three different objects l. Follows directions including “before” and “after” m. Follows instructions that include four elements
CA.p4.4b: Able to create movement and discovery.	Preschoolers	Gross Motor	22-IV. Upright: Outdoor Play f. Moves actively in play areas
<i>Kindergarten</i>			
N/A	N/A	N/A	N/A
Music			
<i>Young Infant</i>			
CA.i.5: Physical:			
CA.i.5a: Attends to sounds.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory a. Quiets when presented with noise b. Visually searches for sound c. Turns head and searches for or reaches toward sound at ear level while on back d. Turns head or reaches toward sound at ear level while

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			sitting e. Turns head toward sound and looks or reaches directly when sound is at shoulder level f. Responds differently to a new sound g. Looks or reaches directly toward a noisemaker when sound is to the side at waist level h. Turns head back and forth or reaches to either side for two sounds i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials j. Anticipates frequently occurring events in familiar games involving sounds on first trial k. Actively searches for source of sound when sound is not visible l. Shows recognition of a few familiar sounds m. Makes sounds associated with pictures or objects n. Attends to stories, repeating words and/or sounds o. Matches objects to their sounds p. Identifies objects, people, and events by their sounds
CA.i.5b: Begins to make vocal sounds.	Infants & Toddlers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive a. Vocalizes repetitive consonant–vowel combinations 12. Attention & Memory: Auditory m. Makes sounds associated with pictures or objects
CA.i.6: Responding:			
CA.i.6a: Moves body to music.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials j. Anticipates frequently occurring events in familiar games involving sounds on first trial
CA.i.7: Creating:			
CA.i.7a: Demonstrates shaking or banging objects or toys.	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play j. Plays spontaneously with a variety of objects, demonstrating their functions
CA.i.8: Understanding:			
CA.i.8a: Attends to music and rhythm patterns through caregiver touch and music exposure.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory u. Notices and reacts to changes in familiar rhymes,

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			songs, or stories
Mobile Infant			
CA.mi.5: Physical:			
CA.mi.5a: Responds physically to various rhythmic patterns in sound.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound
CA.mi.5b: Vocalizes in response to rhythm.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound m. Makes sounds associated with pictures or objects
		Communication	12. Attention & Memory: Auditory k. Actively searches for source of sound when sound is not visible l. Shows recognition of a few familiar sounds
CA.mi.6: Responding:			
CA.mi.6a: Identifies sources of sounds (i.e., dog, cat, car, etc.).	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory k. Actively searches for source of sound when sound is not visible l. Shows recognition of a few familiar sounds
CA.mi.6b: Moves to music-rhythm.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory t. Independently says or acts out parts of rhymes or songs
CA.mi.7: Creating:			
CA.mi.7a: Chooses from variety of objects (instruments/toys).	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory p. Identifies objects, people, and events by their sounds
CA.mi.7b: Explores bringing objects together to make sounds.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound
CA.mi.8: Understanding:			
CA.mi.8a: Follows and tracks various types of music through movement, facial expressions, verbalizes.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound n. Attends to stories, repeating words and/or sounds s. Says or sings at least two nursery rhymes or songs in a group with an adult
CA.mi.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc).	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound
Toddler			
CA.t.5: Physical:			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.t.5a: Begins to verbalize words to simple songs.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory r. Joins in saying nursery rhymes (repeats parts of them) s. Says or sings at least two nursery rhymes or songs in a group with an adult t. Independently says or acts out parts of rhymes or songs
CA.t.6: Responding:			
CA.t.6a: Responds to tempos presented in a variety of ways: physically, verbally, with instruments.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials
CA.t.7: Creating:			
CA.t.7a: Follows simple rhythmic patterns with musical instruments.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials
CA.t.7b: Explores simple music -concepts: tempo, music scale-up to 5 note scale.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials
CA.t.8: Understanding:			
CA.t.8a: Follows and tracks various types of music through movement, facial expressions, verbalize.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory u. Notices and reacts to changes in familiar rhymes, songs, or stories
CA.t.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound t. Independently says or acts out parts of rhymes or songs
<i>Pre 3</i>			
CA.p3.5: Physical:			
CA.p3.5a: Repeats sound and rhythm patterns.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory a. Joins in saying nursery rhymes (repeats parts of them)
CA.p3.5b: Sings simple songs.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory b. Says or sings at least two nursery rhymes or songs in a group with an adult
CA.p3.6: Responding:			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.p3.6a: Moves to traditional music: march, gallop, hop, tiptoe.	Preschoolers	Fine Motor	17. Fine Motor f. Imitates complex motor activities in songs and games
CA.p3.7: Creating:			
CA.p3.7a: Repeats song patterns and rhythmic movements to music.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory c. Independently says or acts out parts of rhymes or songs
CA.p3.7b: Sings 5-8 note scale.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory f. Sings complete nursery songs or says complete rhymes of four to six lines g. Sings songs or says rhymes of 10–15 lines some lines may be repeated)
CA.p3.8: Understanding:			
CA.p3.8a: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	Preschoolers	Personal-Social	3. Self Concept m. Seeks activities that challenge skills
		Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work m. Responds appropriately to “tell me how” or “how do you” questions
		Cognition/ Communication	10. Concepts/Vocabulary: Receptive w. Selects objects/pictures to indicate an understanding of at least eight relative concepts or comparisons cc. Understands qualitative concepts
Pre 4			
CA.p4.5: Physical:			
CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory f. Sings complete nursery songs or says complete rhymes of four to six lines g. Sings songs or says rhymes of 10–15 lines some lines may be repeated)
		Fine Motor	17. Fine Motor d. Imitates simple finger plays (both hands doing similar actions) e. Imitates finger plays (each hand doing different actions)
		Gross Motor	22-IV. Upright: Outdoor Play

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			f. Moves actively in play areas
CA.p4.6: Responding:			
CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip.	Preschoolers	Fine Motor	17. Fine Motor f. Imitates complex motor activities in songs and games
		Gross Motor	22-I. Upright: Posture & Locomotion r. Hops in one place x. Skips five cycles, pausing between skips y. Hops two or three times on preferred foot
CA.p4.6b: Vocally repeats a note pattern using an 8 note scale.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory f. Sings complete nursery songs or says complete rhymes of four to six lines g. Sings songs or says rhymes of 10–15 lines some lines may be repeated)
CA.p4.7: Creating:			
CA.p4.7a: Creates own songs and movements, includes musical instruments.	Preschoolers	Personal-Social	3. Self Concept m. Seeks activities that challenge skills
CA.p4.7b: Vocalizes and uses instruments in more complex music/songs.	Preschoolers	Personal-Social	3. Self Concept m. Seeks activities that challenge skills
CA.p4.8: Understanding:			
CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.	Preschoolers	Cognition/ Communication	10. Concepts/Vocabulary: Receptive w. Selects objects/pictures to indicate an understanding of at least eight relative concepts or comparisons cc. Understands qualitative concepts
		Personal-Social	3. Self Concept m. Seeks activities that challenge skills
CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.	Preschoolers	Personal-Social	3. Self Concept m. Seeks activities that challenge skills
		Cognition	5. Attention & Memory: Visual/Spatial c. Recognizes familiar signs g. Remembers incidental information
Kindergarten			
N/A	N/A	N/A	N/A
Acting/Theater			
Young Infant			
CA.i.9: Physical:			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.i.9a: Responds to sounds.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound
CA.i.9b: Expresses needs with different sounds.	Infants & Toddlers	Communication	14. Conversation Skills b. Provides consistent signals for states of hunger, distress, and pleasure
DC2.1A.i.10: Responding:			
CA.i.10a: Responds to voices.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound
CA.i.10b: Repeats sounds vocally and physically.	Infants & Toddlers	Communication	16. Imitation: Vocal c. Repeats sounds just made when imitated by caregiver
CA.i.10c: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound h. Turns head back and forth or reaches to either side for two sounds i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials n. Attends to stories, repeating words and/or sounds
CA.i.11: Creating:			
CA.i.11a: Begins cooing, babbling.	Infants & Toddlers	Communication	14. Conversation Skills d. Vocalizes five or more consonant and vowel sounds
		Cognition/ Communication	11. Concepts/Vocabulary: Expressive a. Vocalizes repetitive consonant–vowel combinations
CA.i.12: Understanding:			
CA.i.12a: Listens to stories, books, etc.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory n. Attends to stories, repeating words and/or sounds
CA.i.12b: Looks at pictures and points.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory d. Turns head or reaches toward sound at ear level while sitting h. Turns head back and forth or reaches to either side for two sounds
CA.i.12c: Recognizes songs and specific books or pictures.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory p. Identifies objects, people, and events by their sounds q. Anticipates parts of rhymes or songs u. Notices and reacts to changes in familiar rhymes, songs, or stories
Mobile Infant			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.mi.9: Physical:			
CA.mi.9a: Imitates words.	Infants & Toddlers	Communication	16. Imitation: Vocal h. Imitates familiar two-syllable words without syllable changes i. Imitates familiar two-syllable words with syllable changes j. Imitates most novel one-syllable words k. Imitates a variety of novel two-syllable words l. Imitates familiar words overheard in conversation or from books m. Imitates the vocalizations others use for environmental sounds n. Imitates two-word phrases or sentences o. Imitates three-syllable words (or two-word phrases containing three syllables) p. Repeats novel two-word or two-number sequence q. Repeats three-word sentences
CA.mi.9b: Responds to another voice.	Infants & Toddlers	Cognition/Communication	12. Attention & Memory: Auditory f. Responds differently to a new sound
CA.mi.9c: Follows simple directions.	Infants & Toddlers	Communication	13. Attention & Memory: Auditory f. Follows two or more simple commands (one object, one action), spoken or signed
CA.mi.10: Responding:			
CA.mi.10a: Enjoys listening to stories, songs.	Infants & Toddlers	Cognition/Communication	12. Attention & Memory: Auditory n. Attends to stories, repeating words and/or sounds u. Notices and reacts to changes in familiar rhymes, songs, or stories
CA.mi.10b: Understands and responds to pictures in books that create story.	Infants & Toddlers	Cognition/Communication	12. Attention & Memory: Auditory n. Attends to stories, repeating words and/or sounds u. Notices and reacts to changes in familiar rhymes, songs, or stories
CA.mi.10c: Initiates interaction with familiar people.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language j. Initiates playing games
CA.mi.11: Creating:			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.mi.11a: Uses vocal intonation.	Infants & Toddlers	Communication	16. Imitation: Vocal c. Repeats sounds just made when imitated by caregiver d. Shifts sounds (imitates sounds in repertoire when made by caregiver) e. Imitates inflection
CA.mi.11b: Demonstrates simple character/animal sounds with motions.	Infants & Toddlers	Cognition/Communication	12. Attention & Memory: Auditory m. Makes sounds associated with pictures or objects
CA.mi.12: Understanding:			
CA.mi.12a: Responds to favorite stories.	Infants & Toddlers	Cognition/Communication	12. Attention & Memory: Auditory n. Attends to stories, repeating words and/or sounds
CA.mi.12b: Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.	Infants & Toddlers	Cognition/Communication	12. Attention & Memory: Auditory r. Joins in saying nursery rhymes (repeats parts of them)
Toddler			
CA.t.9: Physical:			
CA.t.9a: Beginning to follow more complex directions.	Infants & Toddlers	Communication	13. Verbal Comprehension m. Follows commands in familiar contexts n. Follows two-part related commands in novel contexts o. Follows three-part commands (three objects and one action, three actions and one object, or three objects related by activity)
CA.t.9b: Initiates conversation.	Infants & Toddlers	Personal-Social	2. Interpersonal Skills e. Tries to attract attention by making sounds, smiling, making eye contact, or using body language
		Communication	14. Conversation Skills v. Greets familiar people with an appropriate vocalization or sign y. Experiments with two-word utterances or two-sign gestures to achieve specific goals z. Spontaneously says (or signs) familiar greetings and farewells at appropriate times gg. Requests assistance
CA.t.9c: Asks questions to understand order of world's story.	Infants & Toddlers	Communication	14. Conversation Skills ee. Asks simple questions with a vocalization or gesture
CA.t.10: Responding:			
CA.t.10a: Participates in acting out nursery	Infants &	Cognition/	12. Attention & Memory: Auditory

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	Toddlers	Communication	r. Joins in saying nursery rhymes (repeats parts of them) s. Says or sings at least two nursery rhymes or songs in a group with an adult t. Independently says or acts out parts of rhymes or songs
		Communication	14. Conversation Skills r. Plays reciprocal games (e.g., Peek-a-boo, clapping, taking turns making sounds)
CA.t.10b: Recreates plot of familiar stories or movies.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory u. Notices and reacts to changes in familiar rhymes, songs, or stories
		Communication	14. Conversation Skills hh. Uses word or sign combinations to describe remote events
CA.t.11: Creating:			
CA.t.11a: Talks in play situations.	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play o. Talks to dolls or animals and/or makes them interact with one another r. Uses different voices for different people in play
CA.t.11b: Moves inanimate objects (e.g., toy characters) in a play situation.	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play n. Pretends that objects are something other than what they are (e.g., blocks are food)
CA.t.11c: Changes voice, emotion, body in play situations.	Infants & Toddlers	Cognition	7. Functional Use of Objects & Symbolic Play r. Uses different voices for different people in play
CA.t.12: Understanding:			
CA.t.12a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory r. Joins in saying nursery rhymes (repeats parts of them) s. Says or sings at least two nursery rhymes or songs in a group with an adult t. Independently says or acts out parts of rhymes or songs
		Communication	14. Conversation Skills r. Plays reciprocal games (e.g., Peek-a-boo, clapping, taking turns making sounds)
CA.t.12b: Recreates plot of familiar stories or movies.	Infants & Toddlers	Cognition/ Communication	12. Attention & Memory: Auditory u. Notices and reacts to changes in familiar rhymes,

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			songs, or stories
		Communication	14. Conversation Skills hh. Uses word or sign combinations to describe remote events
<i>Pre 3</i>			
CA.p3.9: Physical:			
CA.p3.9a: Recites nursery rhymes and simple songs.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory c. Independently says or acts out parts of rhymes or songs f. Sings complete nursery songs or says complete rhymes of four to six lines g. Sings songs or says rhymes of 10–15 lines some lines may be repeated)
CA.p3.9b: Recalls familiar stories.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory d. Notices and reacts to changes in familiar rhymes, songs, or stories e. Completes lines of familiar rhymes or songs l. Tells two familiar stories without pictures for help (includes all important parts)
CA.p3.9c: Memorizes words in books and stories.	Preschoolers	Cognition/ Communication	12. Attention & Memory: Auditory h. Recalls one or two elements from an unfamiliar story just read (without prompts) i. Recalls three to four elements from an unfamiliar story just read (without prompts)
CA.p3.10: Responding:			
CA.p3.10a: Identifies feelings - happy, sad, mad, etc.	Preschoolers	Personal-Social	2. Interpersonal Skills m. Labels feelings of peers and responds to them r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play t. Shows awareness of other people's feelings 3. Self Concept h. Describes own feelings j. Talks about own feelings in relation to events
CA.p3.10b: Beginning to differentiate between real and pretend.	Preschoolers	Cognition	7. Symbolic Play a. Talks to dolls or animals and/or makes them interact

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			<p>with one another</p> <p>b. Assumes different roles in fantasy play</p> <p>d. Uses different voices for different people in play</p> <p>e. Pretend play includes a logical sequence (with three to four parts) that evolves as play proceeds</p> <p>g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialogue to them)</p> <p>k. Uses toy animals or dolls to act out “What would happen if . . .?”</p>
CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together.	Preschoolers	Cognition/ Communication	<p>12. Attention & Memory: Auditory</p> <p>a. Joins in saying nursery rhymes (repeats parts of them)</p> <p>b. Says or sings at least two nursery rhymes or songs in a group with an adult</p> <p>c. Independently says or acts out parts of rhymes or songs</p> <p>e. Completes lines of familiar rhymes or songs</p> <p>f. Sings complete nursery songs or says complete rhymes of four to six lines</p> <p>g. Sings songs or says rhymes of 10–15 lines some lines may be repeated)</p> <p>h. Recalls one or two elements from an unfamiliar story just read (without prompts)</p> <p>i. Recalls three to four elements from an unfamiliar story just read (without prompts)</p>
		Fine Motor	<p>17. Fine Motor</p> <p>d. Imitates simple finger plays (both hands doing similar actions)</p> <p>e. Imitates finger plays (each hand doing different actions)</p> <p>f. Imitates complex motor activities in songs and games</p>
CA.p3.10d: Beginning to take a role in dramatic play.	Preschoolers	Cognition	<p>7. Symbolic Play</p> <p>b. Assumes different roles in fantasy play</p> <p>c. Represents more complex events in play</p> <p>d. Uses different voices for different people in play</p> <p>e. Pretend play includes a logical sequence (with three to four parts) that evolves as play proceeds</p>

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialogue to them) i. Builds large structures from blocks or chairs and centers play around them l. Engages in complex adult role playing
CA.p3.11: Creating:			
CA.p3.11a: Follows simple instructions to recreate story and dramatic movement.	Preschoolers	Cognition	7. Symbolic Play b. Assumes different roles in fantasy play c. Represents more complex events in play f. Uses materials to construct other objects
CA.p3.11b: Uses costumes to disguise self and become a character in everyday environment.	Preschoolers	Cognition	7. Symbolic Play l. Engages in complex adult role playing 8. Problem Solving/Reasoning a. Experiments with cause and effect when playing
CA.p3.12: Understanding:			
CA.p3.12a: Creates action and verbalization with costume prompt.	Preschoolers	Cognition	7. Symbolic Play b. Assumes different roles in fantasy play c. Represents more complex events in play d. Uses different voices for different people in play e. Pretend play includes a logical sequence (with three to four parts) that evolves as play proceeds
CA.p3.12b: Creates story with props/manipulatives.	Preschoolers	Cognition	7. Symbolic Play b. Assumes different roles in fantasy play c. Represents more complex events in play f. Uses materials to construct other objects g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialogue to them)
Pre 4			
CA.P4:9: Physical:			
CA.p4.9a: Takes a role in acting out a story.	Preschoolers	Cognition	7. Symbolic Play b. Assumes different roles in fantasy play
CA.p4.9b: Creates dialogue specific to a type of character.	Preschoolers	Cognition	7. Symbolic Play d. Uses different voices for different people in play g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialogue to them)
CA.p4.10: Responding:			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.p4.10a: Anticipates story plot and structure of story.	Preschoolers	Cognition	8. Problem Solving/Reasoning p. Imagines and describes what will happen next in unfamiliar story or picture
CA.p4.10b: Assumes roles in dramatic play situations.	Preschoolers	Cognition	7. Symbolic Play b. Assumes different roles in fantasy play
CA.p4.10c: Interacts with others in listening and responding in dramatic role.	Preschoolers	Cognition	7. Symbolic Play e. Pretend play includes a logical sequence (with three to four parts) that evolves as play proceeds j. Cooperates with others in pretend play (discusses roles)
CA.p4.10d: Demonstrates feelings with body and voice.	Preschoolers	Cognition	7. Symbolic Play c. Represents more complex events in play l. Engages in complex adult role playing
CA.p4.11: Creating:			
CA.p4.11a: Dictates a story.	Preschoolers	Cognition	7. Symbolic Play h. Describes own activities during play
CA.p4.11b: Repeats dialogue and movement to tell a story.	Preschoolers	Communication	14. Conversation Skills n. Names three or more elements or describes what is happening when asked to tell all about a picture or storybook
		Fine Motor	17. Fine Motor f. Imitates complex motor activities in songs and games
CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue.	Preschoolers	Cognition	7. Symbolic Play k. Uses toy animals or dolls to act out "What would happen if . . .?"
CA.p4.11d: Uses costumes to create character with dialogue.	Preschoolers	Cognition	7. Symbolic Play e. Pretend play includes a logical sequence (with three to four parts) that evolves as play proceeds k. Uses toy animals or dolls to act out "What would happen if . . .?"
CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically.	Preschoolers	Cognition	7. Symbolic Play c. Represents more complex events in play l. Engages in complex adult role playing
CA.p4.11f: Uses props/objects in creative ways to promote and create story.	Preschoolers	Cognition	7. Symbolic Play g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialogue to them)

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.p4.12: Understanding:			
CA.p4.12a: Retells stories.	Preschoolers	Communication	14. Conversation Skills n. Names three or more elements or describes what is happening when asked to tell all about a picture or storybook
CA.p4.12b: Uses imagination to create dramatic roles.	Preschoolers	Cognition	7. Symbolic Play a. Talks to dolls or animals and/or makes them interact with one another b. Assumes different roles in fantasy play c. Represents more complex events in play d. Uses different voices for different people in play e. Pretend play includes a logical sequence (with three to four parts) that evolves as play proceeds g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialogue to them) i. Builds large structures from blocks or chairs and centers play around them
CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	Preschoolers	Cognition	7. Symbolic Play g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialogue to them)
CA.p4.12d: Critiques drama experiences and find meaning/moral in story.	Preschoolers	Communication	14. Conversation Skills u. Communicates knowledge about the world to peers and adults 15. Sentence Construction t. Uses a variety of adjectives to describe what has been seen, heard, or experienced u. Uses endings on verbs or nouns to indicate the activity of a person or thing v. Uses comparatives
<i>Kindergarten</i>			
N/A	N/A	N/A	N/A
Visual Arts			
<i>Young Infant</i>			
CA.i.13: Physical:			
CA.i.13a: Responds to light, color.	Infants & Toddlers	Cognition	5. Attention & Memory: Visual/Spatial a. Visually fixates for at least 3 seconds

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			b. Visually tracks object horizontally (from side to side) c. Visually tracks object vertically (from head to stomach) d. Visually tracks object in a circle
CA.i.13b: Explores sensory materials.	Infants & Toddlers	Personal-Social	4-III. Self-Help Skills: Grooming a. Enjoys playing in water
		Cognition	8. Problem Solving/Reasoning d. Plays with toys placed in hands
CA.i.14: Responding:			
CA.i.14a: Responds to various textures and sensory materials - fabric, water, sand, etc.	Infants & Toddlers	Personal-Social	4-III. Self-Help Skills: Grooming a. Enjoys playing in water
		Cognition	8. Problem Solving/Reasoning d. Plays with toys placed in hands
CA.i.15: Creating:			
CA.i.15a: Splashes water, blows bubbles.	Infants & Toddlers	Personal-Social	4-III. Self-Help Skills: Grooming a. Enjoys playing in water
CA.i.16: Understanding:			
CA.i.16a: Beginning to imitate sounds.	Infants & Toddlers	Communication	16. Imitation: Vocal c. Repeats sounds just made when imitated by caregiver d. Shifts sounds (imitates sounds in repertoire when made by caregiver) e. Imitates inflection f. Experiments with making own mouth move like that of an adult g. Attempts to match new sounds
CA.i.16b: Favors objects/sensory materials.	Infants & Toddlers	Personal-Social	1. Self-Regulation & Responsibility e. Entertains self with toys for short periods of time
			3. Self-Concept c. Makes choices
CA.i.16c: May attach to a special object - blanket, “lovey.	Infants & Toddlers	Personal-Social	3. Self-Concept c. Makes choices
Mobile Infant			
CA.mi.13: Physical:			
CA.mi.13a: Scribbles with crayon.	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills b. Scribbles spontaneously

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.mi.13b: Crawls on textures - fabric, wood, bubble wrap.	Infants & Toddlers	Gross Motor	22-IV. Upright: Outdoor Play a. Explores play area with supervision
CA.mi.14: Responding:			
CA.mi.14a: Examines small objects and details.	Infants & Toddlers	Fine Motor	18. Grasp & Manipulation c. Brings toy and hand into visual field and looks at them when toy is placed in hand
CA.mi.14b: Grasps objects with thumb and pointer finger.	Infants & Toddlers	Fine Motor	18. Grasp & Manipulation m. Grasps an object, using thumb against index and middle fingers n. Uses inferior pincer grasp (i.e., thumb against side of index finger) p. Uses neat pincer grasp (i.e., thumb against tip of index finger)
CA.mi.15: Creating:			
CA.mi.15a: Explores sensory materials - non-toxic paint, fingerpaint, paper, playdough, sand.	Infants & Toddlers	Gross Motor	22-IV. Upright: Outdoor Play a. Explores play area with supervision
		Cognition	8. Problem Solving/Reasoning d. Plays with toys placed in hands
CA.mi.16: Understanding:			
CA.mi.16a: Repeats actions, sounds, activities, etc.	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills d. Imitates vertical stroke e. Imitates shifting from scribble to stroke and back f. Imitates horizontal stroke
Toddler			
CA.t.13: Physical:			
CA.t.13a: Grips paint brush, crayons, pipette, spray bottle.	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills a. Marks paper with writing implement
CA.t.13b: Makes random and disordered scribbles.	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills b. Scribbles spontaneously
CA.t.14: Responding:			
CA.t.14a: Explores variety of art media: painting, gluing, printing, fingerpainting, clay, etc.	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills c. Fingerpaints with whole hand
CA.t.14b: Shows control of paint, brushes, markers, etc.	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills c. Fingerpaints with whole hand

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.t.15: Creating:			
CA.t.15a: Explores and manipulates sensory materials.	Infants & Toddlers	Fine Motor	19. Bilateral Skills p. Puts loose pop beads together q. Strings three large beads t. Strings small beads
		Cognition	8. Problem Solving/Reasoning d. Plays with toys placed in hands
CA.t.15b: Demonstrates self-expression with art materials.	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills c. Fingerpaints with whole hand g. Pretends to write
CA.t.16: Understanding:			
CA.t.16a: Explores and manipulates sensory materials.	Infants & Toddlers	Fine Motor	19. Bilateral Skills p. Puts loose pop beads together q. Strings three large beads t. Strings small beads 21. Visual-Motor Skills c. Fingerpaints with whole hand
		Cognition	8. Problem Solving/Reasoning d. Plays with toys placed in hands
CA.t.16b: Demonstrates self-expression with art materials.	Infants & Toddlers	Fine Motor	21. Visual-Motor Skills a. Marks paper with writing implement b. Scribbles spontaneously c. Fingerpaints with whole hand
<i>Pre 3</i>			
CA.p3.13: Physical:			
CA.p3.13a: Begins use of scissors.	Preschoolers	Fine Motor	21. Visual-Motor Skills d. Snips with scissors e. Makes continuous cuts across paper i. Cuts on a straight line, staying within 1/2 inch of the line k. Cuts out a 4-inch square n. Cuts out a 4-inch circle q. Cuts out pictures following general shape
CA.p3.13b: Explores with natural and recycled objects.	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Plays with toys placed in hands
CA.p3.14: Responding:			

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
CA.p3.14a: Explores more complex art activities.	Preschoolers	Cognition	7. Symbolic Play h. Describes own activities during play
		Fine Motor	21. Visual-Motor Skills f. Copies a circle g. Copies a cross h. Draws a person with a head and at least one feature j. Draws a person with a head and four features m. Draws simple representational pictures p. Draws a person with a head and eight features
CA.p3.14b: Mixes two basic shapes - abstract rather than representational.	Preschoolers	Cognition	6-II. Visual Perception: Matching & Sorting c. Sorts by shape
		Fine Motor	21. Visual-Motor Skills p. Draws a person with a head and eight features
CA.p3.15: Creating:			
CA.p3.15a: Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.	Preschoolers	Fine Motor	18. Grasp & Manipulation d. Makes simple forms with play dough 21. Visual-Motor Skills p. Draws a person with a head and eight features
CA.p3.15b: Works independently.	Preschoolers	Personal-Social	3. Self Concept m. Seeks activities that challenge skills
CA.p3.16: Understanding:			
CA.p3.16a: Mixes colors to create a new color.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial i. After observing three objects being placed under separate covers, identifies the cover under which 8. Problem Solving/Reasoning h. Completes sequences of colors or shapes
		Communication	13. Verbal Comprehension e. Sorts by color on verbal direction (no sample)
CA.p3.16b: Names shapes.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial f. Tells the name of object or picture shown briefly in a group of two and then hidden i. After observing three objects being placed under separate covers, identifies the cover under which 6-II. Visual Perception: Matching & Sorting c. Sorts by shape e. Matches geometric designs (orientation irrelevant)

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			h. Matches at least eight geometric shapes 8. Problem Solving/Reasoning h. Completes sequences of colors or shapes
<i>Pre 4</i>			
CA.p4.13: Physical:			
CA.p4.13a: Uses a variety of materials to create art.	Preschoolers	Fine Motor	18. Grasp & Manipulation d. Makes simple forms with play dough 19. Bilateral Skills c. Strings small beads i. Does simple sewing
CA.p4.13b: Shows skill with scissors.	Preschoolers	Fine Motor	21. Visual-Motor Skills d. Snips with scissors e. Makes continuous cuts across paper i. Cuts on a straight line, staying within 1/2 inch of the line k. Cuts out a 4-inch square n. Cuts out a 4-inch circle q. Cuts out pictures following general shape
CA.p4.14: Responding:			
CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing.	Preschoolers	Cognition	5. Attention & Memory: Visual/Spatial k. Describes from memory visual characteristics of familiar objects 8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work m. Responds appropriately to “tell me how” or “how do you” questions
CA.p4.14b: Drawings suggest real life.	Preschoolers	Fine Motor	21. Visual-Motor Skills m. Draws simple representational pictures
CA.p4.14c: Drawings becoming better defined, more detail.	Preschoolers	Personal-Social	3. Self Concept m. Seeks activities that challenge skills
CA.p4.15: Creating:			
CA.p4.15a: Tells stories/works out problems with drawings.	Preschoolers	Cognition	7. Symbolic Play h. Describes own activities during play
		Personal-Social	3. Self Concept j. Talks about own feelings in relation to events

Matrix showing the alignment between The Carolina Curriculum Items and the Kansas Early Learning Standards

Early Skills	Level	Domain	The Carolina Curriculum Sequence, Item
			n. Identifies own strengths and abilities
CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	Preschoolers	Fine Motor	18. Grasp & Manipulation d. Makes simple forms with play dough j. Places paper clips on paper 19. Bilateral Skills c. Strings small beads g. Ties single knot i. Does simple sewing l. Folds paper in half (no demonstration)
CA.p4.16: Understanding:			
CA.p4.16a: Demonstrates understanding of art vocabulary and concepts.	Preschoolers	Cognition/ Communication	11. Concepts/Vocabulary: Expressive q. Uses new word in conversation soon after hearing the word or having been told the meaning of the words r. Labels colors: red, green, blue, orange, purple, yellow, black, brown, pink, and gray
CA.p4.16b: Discusses own artistic creations and those of others.	Preschoolers	Cognition	8. Problem Solving/Reasoning d. Independently explores objects to determine their functions and/or shows other people how they work m. Responds appropriately to “tell me how” or “how do you” questions
<i>Kindergarten</i>			
N/A	N/A	N/A	N/A