

Kansas Early Learning Standards

2023 Updates

The latest updates to the Kansas Early Learning Standards do not easily lend themselves to a red-line markup for comparisons between the latest version and the updated version. A major focus of this review was reorganizing and consolidating sections to make this resource more user-friendly. The following document outlines the proposed 2023 updates.

- **Introduction**
 - Updated with current information
 - Rearranged order and wordsmithed for more plain language
 - Added sections “Commitment to Responsive and Respectful Early Learning Environments” and “Supporting Children from Diverse Backgrounds”
 - Added the section “Media Use with Young Children”
- **Kansas Early Learning Standards**
 - For each of the sections we updated the introduction and added key terms
 - Added the following to each content area for users who skip over the Introduction of the document:
 - Equity and inclusion in early childhood assures access, participation, and supports for all children of all abilities and cultural backgrounds. To foster development, a sense of belonging, friendships, and respectful relationships for all children, adults must provide a diverse range of learning opportunities, activities, settings and environments.
 - The Kansas Early Learning Standards is a statewide resource and are not designed or intended to be used as part of the process of developmental screening or assessment.
 - The KSDE Graphics Team updated visual aspects of the document to make it more user-friendly.
- **Approaches to Learning**
 - Persistence and Engagement in Learning
 - No Changes
 - Initiative
 - No Changes
 - Creativity
 - Simplified language in ATL.i(Young Infant).9
 - ~~ATL.i(Young Infant).9: Begins to exhibit response inhibition.~~
Expresses discomfort when needs are not met.
 - Added ATL.mi(Mobile Infant).12

Demonstrate mutual respect and utilize strategies to build a safe and productive culture.

- ~~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.~~

Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.

- Foundations of Character Development
 - ~~SED.CD.p3.1: Responds to positive and negative feedback from familiar adults~~ about appropriate behavior.
 - ~~SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time.~~ Follows adult guidelines and expectations for appropriate behavior.
- Responsible Decision Making and Problem Solving
 - Renamed subheadings in this section to make them more clear and age appropriate.
 - ~~Consider multiple factors in decision making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals.~~ Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe community.
 - ~~Organize personal time and managing personal responsibilities effectively.~~ Demonstrates awareness of personal time and responsibilities within predictable routines.
 - Removed section on classroom management and school governance. 0–5-year-olds are not developmentally ready to be in control of classroom management or school governance.
 - ~~Play a developmentally appropriate role in classroom management and school governance.~~
 - Removed references to other standards and added appropriate standards under the Problem-Solving Subheading.
 - ~~SED.R.i(Young Infant).2: See ATL.i(Young Infant).10~~ Not yet age appropriate.
 - ~~SED.R.t(Toddler).5: See SED.R.t(Toddler).4~~ Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.
- Personal Development
 - Renamed subheadings in this section to make them more clear and age appropriate.

- CL.L.t(Toddler).4 Identifies the front cover of a book to orient the book correctly for reading.
 - CL.L.p3(3-year-old).6: Identifies the front and back cover of a book.
 - Informational Text (non-fiction)
 - This section was combined with the Literature Section above.
 - Foundational Reading Skills
 - Added the word “Reading” to the heading to make more clear
 - Word smithed for more clear language
 - Removed subheading “Phonics and Word Recognition”. These standards were added into the Phonological Awareness section
 - CL.F.p4.2a: Recognizes ~~and produces~~ rhyming words.
 - CL.F.p4.2b **Produces rhyming words.**
 - CL.F.p4.2b: Blends ~~and segments~~ syllables in spoken word.
 - CL.F.p4.2?: **Segments syllables in spoken word.**
 - Writing
 - The 3 writing subheadings were all combined into one “Writing” section.
 - Speaking and Listening
 - Renamed the subheadings to make more clear.
 - ~~Comprehension and Collaboration~~ **Conversation and Comprehension.**
 - ~~Presentation of Knowledge and Ideas~~ **Expressive Language**
 - Minor Wordsmithing
 - Language Standards
 - Removed CL.L.S.p3(3-year-old).4 and CL.L.S.p4(4-year-old).4. Both are, “~~With Guidance and support from adults, explores word relationships and nuances in word meanings.~~” This is a Kindergarten standard.
- **Mathematics**
 - Counting and Cardinality
 - M.CC.p4(4-year-old).1: Counts in sequence to ~~30~~ **20.**
 - Minor wordsmithing for clarity
 - Removed M.CC.p4.4(4-year-old): ~~Demonstrates an understanding that the number of objects remains the same regardless of the order in which the objects were counted.~~ This is a Kindergarten standard
 - Operations and Algebraic Thinking
 - Removed infant and mobile infant standards. They were not relevant to the topic.
 - ~~M.OA.i(Young Infant).1: Initiates repeated movements~~
 - ~~M.OA.mi(Mobile Infant).1: Imitates adult initiated movement patterns.~~

- Measurement and Data
 - Removed M.MD.i(Young Infant).2: “Notices the difference between familiar and unfamiliar people, objects and places”. It was not related to the topic.
- Geometry
 - No Changes
- **Science**
 - A section on Scientific Inquiry was added to this content area as this is the basis for not just scientific learning, but much of early childhood learning in general.
 - Motion and Stability: Forces & Interactions
 - This section was renamed “Movement and Simple Machines”
 - Energy
 - This section only included items for 3’s and 4’s and they both involved characteristics of the sun. These were combined into the “Environment and Climate” section and the “Energy” section was removed.
 - From Molecules to Organisms: Structures and Processes
 - This section was combined with Earth & Human Activity and renamed Habitats and Human Impact.
 - Minor wordsmithing.
 - Earth’s Systems
 - This was renamed Environment and Climate
 - It has some items on weather that were previously found in the social studies content area
 - Earth and Human Activity
 - Combined with Molecules to Organisms above and renamed Habitats and Human Impact
- **Social Studies**
 - Updated Kindergarten Standard was added. “Choices have consequences.”
 - Government
 - This section was retitled “Community”
 - Economics
 - SS.t.2: ~~Shares~~ Begins to share with others and take turns with adult guidance.
 - Geography.
 - Standards concerning weather were removed and placed in the Science standards
 - Kansas, United States and World History
- **Creative Arts**

- This section was whittled down to remove repeated items and included some wordsmithing.
- Previously each section was broken down into 4 subsections. These subsections were combined into one.
- Dance
 - Removed repeated standards
- Music
 - Removed repeated standards
- Acting/Theater
 - This section was renamed “Dramatic Play” to reflect early childhood.
- Visual Arts
 - Removed repeated standards