



ALIGNMENT

Ages & Stages Questionnaires® (ASQ®)

WITH

Kansas Early Learning Standards

Alignment of Ages & Stages Questionnaires® (ASQ®) with Kansas Early Learning Standards

This document aligns the content from the Kansas Early Learning Standards with the items of the *Ages & Stages Questionnaires®, Third Edition (ASQ®-3)* (48, 54, 60, and 72 month intervals) and the *Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)* (48 and 60 month intervals).

References

Squires, J., & Bricker, D. (2009) *Ages & Stages Questionnaires®, Third Edition (ASQ®-3)*. Brookes Publishing Co., Inc.

Squires, J., Bricker, D., & Twombly, E. (2015) *Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)*. Brookes Publishing Co., Inc.

Kansas State Department of Education: Early Childhood, Special Education, and Title Services. (2013). *Kansas Early Learning Standards*. Retrieved from: <https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf>

ASQ products can be purchased online at www.brookespublishing.com or by calling 1-800-638-3775.

Created September 2021

ASQ®, ASQ®-3, and ASQ®:SE-2 are registered trademarks of and the ASQ logo is owned by Paul H. Brookes Publishing Co., Inc.



KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
Approaches to Learning				
Persistence and Engagement in Learning				
Engagement and Attention				
Young Infant	ATL.i.1: Demonstrates awareness of happenings and surroundings. ATL.i.2: Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage. ATL.i.3: Shows interest in other children.			
Mobile Infant	ATL.mi.1: Focuses on an activity, but is easily distracted. ATL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).			
Toddler	ATL.t.1: Begins to maintain focus, despite distractions, during brief delays in task. ATL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play. ATL.t.3: Continues to play when a caregiver leaves the area.			
Pre 3	ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support. ATL.p3.2: Ignores distractions briefly when engrossed in an activity. ATL.p3.3: Remembers and follows one or two step directions.			
Pre 4	ATL.p4.1: Sustains attention to task despite distractions.	ASQ:SE-2	48	Does your child stay with activities he enjoys for at least 10 minutes (other than watching shows or videos, or playing with electronics)?
		ASQ:SE-2	60	Does your child stay with activities she enjoys for at least 15 minutes (other than watching shows or videos, or playing with electronics)?
	ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	ASQ:SE-2	48 and 60	Does your child have simple back-and-forth conversations with you? For example, Parent: "It's raining!" Child: "And cold outside." Parent: "Let's get your coat." Child: "I got it!"
Kindergarten	No specific standards.			
Persistence				
Infants (Birth to 11 months)	ATL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects). 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). ATL.mi.4: Executes simple 2-step plan (i.e., means-to-end task).			
Toddler	ATL.t.4: Engages in self-initiated activities for a sustained period of time. ATL.t.5: Returns to an activity after being distracted.			
Pre 3	ATL.p3.4: Practices an activity many times until successful.			
Pre 4	ATL.p4.3: Stays with a task for at least five minutes. ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end. ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.	ASQ:SE-2	48	Does your child stay with activities he enjoys for at least 10 minutes (other than watching shows or videos, or playing with electronics)?
		ASQ:SE-2	48	Does your child stay with activities he enjoys for at least 10 minutes (other than watching shows or videos, or playing with electronics)?
		ASQ:SE-2	48	Does your child stay with activities he enjoys for at least 10 minutes (other than watching shows or videos, or playing with electronics)?
Kindergarten	No specific standards.			
Initiative				
Curiosity and Initiative				
Young Infant	ATL.i.5: Shows preferences for certain toys or activities. ATL.i.6: Lifts arms toward caregiver to be picked up; explores own fingers and toes.			
Mobile Infant	ATL.mi.5: Explores the environment through a variety of senses. ATL.mi.6: Chooses toys/things for play.			
Toddler	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). ATL.t.7: Expresses preferences for familiar people, books, toys and activities; often insists on some choices. ATL.t.8: Asks questions about items/objects.			
Pre 3	ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers). ATL.p3.6: Initiates play with other children. ATL.p3.7: Explores, practices, understands social roles through play.			
Pre 4	ATL.p4.6: Seeks new and varied experiences and challenges through play. ATL.p4.7: Chooses activities to do alone or with others.	ASQ:SE-2	48 and 60	Does your child explore new places, such as a park or a friend's home?
		ASQ:3	72	Does your child begin activities and invite friends to join? For example, does your child say, "Come on, let's build a house. You make the garage."
	ATL.p4.8: Invites other children to join groups or activities.	ASQ:SE-2	48 and 60	Does your child like to play with other children?
	ATL.p4.9: Makes and follows plans for games or activities with other children.			
Kindergarten	No specific standards.			
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). ATL.i.8: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).			
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). ATL.mi.8: Points or protests to indicate likes and dislikes. ATL.mi.9: Expresses and responds to a variety of emotions.			
Toddler	ATL.t.9: Refers to own abilities when communicating with others (e.g., "I'll do it!" or "Watch me!"). ATL.t.10: May show assertiveness (e.g., giving orders to others). ATL.t.11: Feels comfortable in a variety of places with familiar adults.			
Pre 3	ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others. ATL.p3.9: Knows self as part of family, culture, spiritual group or community. ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.			
Pre 4	ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.	ASQ:SE-2	48 and 60	Does your child use words to describe her feelings and the feelings of others? For example, does she say, "I'm happy," "I don't like that," or "She's sad?"
	ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).			
	ATL.p4.12: Associates emotions with words and facial expressions.	ASQ:SE-2	48 and 60	Does your child show concern for other people's feelings? For example, does he look sad when someone is hurt?
Kindergarten	No specific standards.			

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ Item							
Creativity													
Problem Solving													
Young Infant	ATL.i.9: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something). ATL.i.10: Looks for caregiver response in new or uncertain situation.												
Mobile Infant	ATL.mi.10: Seeks out trusted adult for comfort or support and/or accepts adult assistance. ATL.mi.11: Tries to do things on own.												
Toddler	ATL.t.12: Seeks alternate method when first attempt fails and/or seeks adult assistance. ATL.t.13: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal). ATL.t.14: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.												
Pre 3	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. ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it. ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).												
Pre 4	ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed. ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior. ATL.p4.15: Understands what is real and what is ‘make-believe’.							ASQ-3	60 and 72	Does your child usually take turns and share with other children?			
Kindergarten	No specific standards.												
Creativity and Flexibility													
Young Infant	ATL.i.11: Shows interest in looking at, feeling or exploring new objects.												
Mobile Infant	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). ATL.mi.13: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl). ATL.mi.14: May test caregiver’s response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).												
Toddler	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). ATL.t.16: May change behavior based on previous learning.												
Pre 3	ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials. ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions. ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.												
Pre 4	ATL.p4.16: Invents new activities through 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. 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).	ASQ-3	72	Does your child begin activities and invite friends to join? For example, does your child say, “Come on, let’s build a house. You make the garage.”									
		ASQ:SE-2	48 and 60	Does your child follow rules at home or at child care?									
Kindergarten	No specific standards.												
Physical Health and Development													
Large Motor Skills													
Young Infant	PHD.i.1: Crawls through and around objects 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). PHD.i.3: Reaches for objects.												
Mobile Infant	PHD.mi.1: Creeps up/down stairs. PHD.mi.2: Takes independent steps. PHD.mi.3: Throws ball and other objects independently.												
Toddler	PHD.t.1: Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up). PHD.t.2: Catches a ball with both hands. PHD.t.3: Begins to run.												
Pre 3	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).												
Pre 4	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).							ASQ-3	48 and 54	Does your child hop up and down on either the right or left foot at least one time without losing her balance or falling?			
								ASQ-3	48 and 54	Does your child jump forward a distance of 20 inches from a standing position, starting with his feet together?			
	PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).							ASQ-3	48, 54 and 60	Does your child catch a large ball with both hands? (You should stand about 5 feet away and give your child two or three tries before you mark the answer.)			
	PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).							ASQ-3	48, 54 and 60	While standing, does your child throw a ball overhand in the direction of a person standing at least 6 feet away? To throw overhand, your child must raise his arm to shoulder height and throw the ball forward. (Dropping the ball or throwing the ball underhand should be scored as "not yet.")			
Kindergarten	PHD.K.1: Demonstrates the ability to move using a variety of locomotor skills.							ASQ-3	48	Does your child climb the rungs of a ladder of a playground slide and slide down without help?			
	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.							ASQ-3	72	Show your child how to walk backward by placing the toe of one foot behind the heel of the other foot. Does your child walk backward 10 or more steps?			
	PHD.K.3: Maintains momentary balance in a variety of positions and levels.	ASQ-3	48 and 54	Does your child hop up and down on either the right or left foot at least one time without losing her balance or falling?									
	PHD.K.4: Projects objects through space using various means (e.g., rolling, sliding, throwing).	ASQ-3	72	Does your child throw a small ball about 12 feet and hit a target about the size of a pillow?									
	PHD.K.5: Catches a self-tossed ball after it bounces.	ASQ-3	72	Does your child catch a small ball that is thrown from 5–6 feet away?									
	PHD.K.6: Strikes a balloon repeatedly with different body parts.												
	PHD.K.7: Performs a simple rhythmic pattern.	ASQ-3	72	Ask your child to repeat a pattern, such as run, jump, and hop. Does your child repeat the pattern of three movements at least two times?									

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
Fine Motor Skills				
Young Infant	PHD.i.4: Transfers objects from one hand to other.			
	PHD.i.5: Grasps and releases object using entire hand.			
Mobile Infant	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).			
	PHD.mi.5: Coordinates eye-hand movements (e.g., putting things in a box).			
Toddler	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).			
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).			
Pre 4	PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).	ASQ-3	48	Using child-safe scissors, does your child cut a paper in half on a more or less straight line, making the blades go up and down? (Carefully watch your child's use of scissors for safety reasons.)
Kindergarten	N/A			
Physical Fitness				
Young Infant	PHD.i.6: Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).			
Mobile Infant	PHD.mi.6: Participates in active physical play (e.g., crawls and climbs over and under).			
Toddler	PHD.t.5: Participates in active physical play (e.g., runs, uses playground equipment).			
Pre 3	PHD.p3.3: Participates in active play exhibiting strength and stamina.			
Pre 4	PHD.p4.5: Participates in active play exhibiting strength and stamina.	ASQ-3		All GROSS MOTOR
Kindergarten	PHD.K.8: Participates in a variety of games that increase breathing and heart rate.	ASQ-3		All GROSS MOTOR
	PHD.K.9: Demonstrates sufficient muscular strength by supporting body weight in various activities.	ASQ-3		All GROSS MOTOR
Nutrition/Healthy Eating				
Young Infant	PHD.i.7: Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).			
Mobile Infant	PHD.mi.7: Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.			
Toddler	PHD.t.6: Makes simple food choices and has food preferences, demonstrates a willingness to try new foods.			
Pre 3	PHD.p3.4: Eats a variety of foods.			
	PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.			
Pre 4	PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	ASQ:SE-2	48 and 60	Does your child have eating problems? For example, does he stuff food, vomit, eat things that are not food, or _____? (Please describe.)
	PHD.p4.7: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).			
Kindergarten	N/A			
Personal Hygiene				
Young Infant	PHD.i.8: Signals need by crying (e.g., wet, hungry, tired, etc.).			
Mobile Infant	PHD.mi.8: Indicates when pants are wet and need to be changed.			
Toddler	PHD.t.7: Washes hands and face with assistance.			
	PHD.t.8: May begin to initiate interest in self-toileting.			
Pre 3	PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.			
	PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	ASQ:SE-2	60	Does your child go to the bathroom by herself? (Reminders and help with wiping are okay.)
Pre 4	PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).			
	PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	ASQ:SE-2	60	Does your child go to the bathroom by herself? (Reminders and help with wiping are okay.)
Kindergarten	N/A			
Safety				
Young Infant	PHD.i.9: Shows preference for major caregiver.			
	PHD.i.10: Stops/waits when caregiver says "no" or gives a nonverbal cue for alarm/danger.			
Mobile Infant	PHD.mi.9: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).			
Toddler	PHD.t.9: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).			
	PHD.t.10: Alerts adults to potential harmful situations.			
Pre 3	PHD.p3.8: Knows common safety rules that have been discussed or taught.			
	PHD.p3.9: Alerts adults to potentially harmful situations.	ASQ:SE-2	48 and 60	Does your child follow rules at home or at child care?
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).			
	PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).			
	PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).			
Kindergarten	N/A			

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item		
Social and Emotional Development						
Character Development: SED.CD.						
FOUNDATIONS OF CHARACTER DEVELOPMENT						
Develop, implement, promote, and model core ethical and performance principles						
Young Infant	N/A					
Mobile Infant	N/A					
Toddler	N/A					
Pre 3	SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.					
Pre 4	SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time.					
Kindergarten	SED.CD.K.1: Recognize and celebrate the natural beneficial consequence of acts of character.					
	SED.CD.K.2: Identify community needs in the larger community, discuss effects on the community and identify positive, responsible action.					
	SED.CD.K.3: Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.					
	SED.CD.K.4: Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.					
SED.CD.K.5: Learn about, receive and accept feedback for responsible actions in academic and behavioral skills.						
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community						
Young Infant	SED.CD.i.1: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.					
Mobile Infant	SED.CD.mi.1: Participates in routines and experiences that involve give and take interaction with familiar adults.					
Toddler	SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.					
Pre 3	SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.					
	SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.					
Pre 4	SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.					
	SED.CD.K.6: Recognize characteristics of a caring relationship.					
Kindergarten	SED.CD.K.7: Recognize characteristics of a hurtful relationship.					
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture						
Young Infant	SED.CD.i.2: Begins to form relationships with consistent caregivers.					
Mobile Infant	SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.					
Toddler	SED.CD.t.3: Begins to more easily separate from caregiver.					
Pre 3	SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.					
Pre 4	SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	ASQ:SE-2	48 and 60	Does your child use words to describe her feelings and the feelings of others? For example, does she say, “I’m happy,” “I don’t like that,” or “She’s sad?”		
Kindergarten	SED.CD.K.8: Demonstrate caring and respect for others.	ASQ:SE-2	48 and 60	Does your child show concern for other people’s feelings? For example, does he look sad when someone is hurt?		
	SED.CD.K.9: Describe “active listening”.					
Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally						
Young Infant	N/A					
Mobile Infant	N/A					
Toddler	N/A					
Pre 3	SED.CD.p3.4: Expresses interests, acceptance, affection for others.					
Pre 4	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).	ASQ-3	72	Does your child ask before using other people’s things?		
Kindergarten	SED.CD.K.10: Recognized and define bullying and teasing k-2: illustrate or demonstrate what “tattling” is and what “telling” or “reporting” is.					
	SED.CD.K.11: Model positive peer interactions.	ASQ:SE-2	48 and 60	Do other children like to play with your child?		
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						
Young Infant	N/A					
Mobile Infant	SED.R.mi.1: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.					
Toddler	SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.					
Pre 3	SED.R.p3.1: Begin to understand consequences of own actions with adult support.					
Pre 4	SED.R.p4.1: Anticipates and usually accepts consequences of own actions.					
Kindergarten	SED.R.K.1: Identify and illustrate safe and unsafe situations.					
	SED.R.K.2: State the difference between appropriate and inappropriate behaviors.					
	SED.R.K.3: Explain the consequences and rewards of individual and community actions.					

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ Item	
Organize personal time and managing personal responsibilities effectively							
Young Infant	N/A						
Mobile Infant	SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.						
Toddler	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.						
Pre 3	SED. R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.						
Pre 4	SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.		ASQ:SE-2	48 and 60	Does your child follow rules at home or at child care?		
Kindergarten	SED.R.K.4: Identifies activities scheduled for the day and how much time is spent on each.		ASQ:SE-2	48 and 60	Does your child follow rules at home or at child care?		
	SED.R.K.5: Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.		ASQ-3	48 and 54	Does your child wash his [her] hands using soap and water and dry off with a towel without help?		
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.						
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.						
Toddler	SED.R.t.3: Feels comfortable in a variety of places with familiar adults nearby.						
	SED.R.t.4: Continues to play when familiar adult leaves area.						
Pre 3	SED.R.p3.3: Demonstrates confidence by participating in familiar classroom routines.						
	SED.R.p3.4: Interacts with familiar adults with varying degrees of comfort.						
Pre 4	SED.R.p3.5: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.		ASQ:SE-2	48 and 60	Does your child have simple back-and-forth conversations with you? For example, Parent: “It’s raining!” Child: “And cold outside.” Parent: “Let’s get your coat.” Child: “I got it!”		
	SED.R.p4.3: Demonstrates confidence by participating in most classroom activities.						
	SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.						
	SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.						
Kindergarten	SED.R.K.6: Participate in individual roles and responsibilities in the classroom and in school.						
	SED.R.K.7: Recognize the various roles of the personnel that govern the school (all staff).						
Develop, implement and model effective problem solving skills							
Young Infant	SED.R.i.2: See ATL.i.10						
Mobile Infant	SED.R.mi.4: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.						
Toddler	SED.R.t.5: See SED.R.t.1						
Pre 3	SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.						
	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.						
Pre 4	SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.		ASQ:SE-2	48 and 60	Does your child settle herself down after exciting activities?		
	SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.		ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”		
Kindergarten	SED.R.K.8: Develop self-control skills (e.g., stop, take a deep breath and relax).						
	SED.R.K.9: Identify and illustrate the problem.		ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”		
	SED.R.K.10: Identify desired outcome.		ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”		
	SED.R.K.11: Identify possible solutions and the pros and cons of each solution.		ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”		
	SED.R.K.11: Identify and select the best solution.		ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”		
	SED.R.K.12: Put the solution into action.		ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”		
	SED.R.K.13: Reflect on the outcome of the solution.		ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”		
Personal Development: SED.PD.							
SELF-AWARENESS							
Understand and analyze thoughts and emotions							
Young Infant	SED.PD.i.1 Expresses a variety of emotions through facial expressions, gestures, movement and sounds.						
Mobile Infant	SED.PD.mi.1 Communicates a variety of emotions purposefully and intentionally.						
Toddler	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).						
Pre 3	SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.						
	SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.						
Pre 4	SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.						
	SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.						
Kindergarten	SED.R.K.14: Identify and describe basic emotions.		ASQ:SE-2	48 and 60	Does your child use words to describe her feelings and the feelings of others? For example, does she say, “I’m happy,” “I don’t like that,” or “She’s sad?”		
	SED.R.K.15: Identify situations that might evoke emotional responses.		ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”		
	SED.R.K.16: Identify positive and negative emotions.		ASQ:SE-2	48 and 60	Does your child use words to describe her feelings and the feelings of others? For example, does she say, “I’m happy,” “I don’t like that,” or “She’s sad?”		

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
Identify and assess personal qualities and external supports				
Young Infant	SED.PD.i.2: Begins to understand self as separate person from others.			
Mobile Infant	SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.			
Toddler	SED.PD.t.2: Shows awareness of self as belonging to one or more groups.			
	SED.PD.t.3: Identifies own feelings, needs and interests.			
Pre 3	SED.PD. P3.3: Describes self by using several basic characteristics.			
	SED.PD.p3.4: States basic personal information (e.g., name and age).			
	SED.PD.p3.5: Displays awareness of own thoughts and feelings.			
Pre 4	SED.PD.p4.3: Describes characteristics of self and others.			
	SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).			
Kindergarten	SED.R.K.17: Identify personal likes and dislikes.	ASQ-3	48, 54 and 60	Does your child tell you at least four of the following? Please mark the items your child knows. a. First name b. Age c. City he [she] lives in d. Last name e. Boy or girl f. Telephone number
	SED.R.K.18: Identify personal strengths and weaknesses.			
	SED.R.K.19: Identify consequences of behaviors.			
	SED.R.K.20: Ask clarifying questions.			
	SED.R.K.21: Identify positive responses to problems (e.g., get help, try harder, use a different solution).			
	SED.R.K.22: Identify people, places and other resources to go for help (e.g., parents, relatives, school personnel).			
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.			
Mobile Infant	SED.PD.i.4: Communicates needs for help through vocalizations and gestures.			
	SED.PD.mi.3: Comforts self in a variety of ways.			
Toddler	SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.			
	SED.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine.			
Pre 3	SED.PD.t.5: Seeks close proximity to familiar adults for security and support, especially when distressed.			
	SED.PD.p3.6: Makes known personal needs and desires.			
Pre 4	SED.PD.p3.7: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.			
	SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time.			
Kindergarten	SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.			
	SED.R.K.23: Describe and practice sending effective verbal and non-verbal messages.			
	SED.R.K.24: Describe and practice sending effective verbal and non-verbal messages.			
	SED.R.K.25: Recognize behavior choices in response to situations.			
Reflect on perspectives and emotional responses				
Young Infant	SED.PD.i.5: Imitates the expression of feelings of those around them.	ASQ:SE-2	48 and 60	Does your child use words to describe her feelings and the feelings of others? For example, does she say, “I’m happy,” “I don’t like that,” or “She’s sad?”
Mobile Infant	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).			
Toddler	SED.PD.t.6 Demonstrates increasing awareness of others’ feelings			
	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).			
Pre 3	SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.			
Pre 4	SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.			
Kindergarten	SED.R.K.26: Describe common responses to failures and disappointments.			
Set, monitor, adapt and evaluate goals to achieve success in school and life				
Young Infant	See ATL.i.4	ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”
Mobile Infant	SED.PD.mi.6: Seeks to achieve a specific goal (e.g., stretches to reach toy).			
	See ATL.mi.3			
Toddler	See ATL.t.4			
Pre 3	SED.PD.p3.9: Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.			
Pre 4	SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.	ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”
Kindergarten	SED.R.K.27: Define success and the process of goal setting.			
	SED.R.K.28: Identify personal goals and home goals (e.g., dreams, aspirations, hopes).			
	SED.R.K.29: Identify factors that lead to goal achievement and success (e.g., confidence, motivation, understanding).			
	SED.R.K.30: Identify specific steps for achieving a particular goal.			

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ Item					
Social Development: SED.SD.											
SOCIAL AWARENESS											
Demonstrate awareness of the thoughts, feelings and perspective of others.											
Young Infant	SED.SD.i.1: Reacts to emotional expressions of others.										
Mobile Infant	SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.										
Toddler	SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.										
	SED.SD.t.2: Responds in caring ways to another’s distress in some situations.										
Pre 3	SED.SD.p3.1: Expresses concern for the needs of others and people in distress.										
	SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).										
Pre 4	SED.SD.p4.1: Demonstrates an understanding of and responds to needs of others and people in distress.										
	SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.										
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).							ASQ:SE-2	48 and 60	Does your child use words to describe her feelings and the feelings of others? For example, does she say, “I’m happy,” “I don’t like that,” or “She’s sad?”	
	SED.SD.K.2: Identify possible causes for emotions (e.g., losing dog may make you “sad,” your birthday may make you “happy”).							ASQ:SE-2	48 and 60	Does your child show concern for other people’s feelings? For example, does he look sad when someone is hurt?	
	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).	ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”							
	SED.SD.K.4: Identify healthy personal hygiene habits.										
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.										
Mobile Infant	SED.SD.mi.2: Identifies similarities and differences in objects and people by showing and pointing.										
Toddler	SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.										
	SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.										
Pre 3	SED.SD.p3.3: Compares own characteristics with those of others.										
Pre 4	SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).										
	SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.										
Kindergarten	SED.SD.K.5: Describe ways that people are similar and different.										
	SED.SD.K.6: Use respectful language and actions with conflict or differences of opinion.										
INTERPERSONAL SKILLS											
Demonstrate communication and social skills to interact effectively											
Young Infant	SED.SD.i.3: Shows interest in other children.										
	SED.SD.i.4: Repeats actions that elicit social responses from others.										
Mobile Infant	SED.SD.mi.3: Briefly engages in simple interaction with another child.										
Toddler	SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.										
Pre 3	SED.SD.p3.4: Follows rules and simple directions (1-2 steps).										
	SED.SD.p3.5: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).										
	SED.SD.p3.6: Begins to participate in conversational turn taking.										
Pre 4	SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).	ASQ-3	60 and 72	Does your child usually take turns and share with other children?							
	SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said.										
	SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.	ASQ-3	72	Does your child begin activities and invite friends to join? For example, does your child say, “Come on, let’s build a house. You make the garage.”							
	SED.SD.p4.8: Invites other children to join groups or activities.	ASQ-3	72	Does your child begin activities and invite friends to join? For example, does your child say, “Come on, let’s build a house. You make the garage.”							
Kindergarten	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).	ASQ-3	60 and 72	Does your child usually take turns and share with other children?							
	SED.SD.K.8: Use “I” statements.	ASQ-3	48 and 54	Does your child use all of the words in a sentence (for example, "a," "the," "am," "is," and "are") to make complete sentences, such as "I am going to the park," or "Is there a toy to play with?" or "Are you coming, too?"							
	SED.SD.K.9: Pay attention to others when they are speaking.										
	SED.SD.K.10: Understand the importance of respecting personal space.										
	SED.SD.K.11: Recognize how facial expressions, body language and tone communicate feelings.										
	SED.SD.K.12: Take turns and practice sharing.	ASQ-3	60 and 72	Does your child usually take turns and share with other children?							
	SED.SD.K.13: Practice sharing encouraging comments.										
	SED.SD.K.14: Identify and demonstrate good manners.										
	Develop and maintain positive relationships										
	Young Infant	SED.SD.i.5: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.									
Mobile Infant	SED.SD.mi.4: Participates in routines and experiences that involve mutual give and take interactions with familiar adults.										
Toddler	SED.SD.t.6: Seeks out trusted adult for comfort or support.										
	SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.										
Pre 3	SED.SD.p3.7: Shows interest in having a friend.										
Pre 4	SED.SD.p4.9: Develops friendships with one or two preferred peers.	ASQ:SE-2	48	Can your child name a friend?							
	SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.										
	SED.SD.p4.11: Adjusts behavior to different settings (e.g., “inside voice”).										
Kindergarten	SED.SD.K.15: Recognize how various relationships in life are different.										
	SED.SD.K.16: Identify and practice appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).										
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts											
Young Infant	N/A										
Mobile Infant	SED.SD.mi.5: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.										
Toddler	SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.										
	SED.SD.t.9: Seeks adult assistance when encountering a problem.										
Pre 3	SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.										
Pre 4	SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”							
	SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”							
Kindergarten	SED.SD.K.17: Identify conflict.	ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”							
	SED.SD.K.18: Identify what actions cause conflict.	ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”							
	SED.SD.K.19: Identify appropriate and inappropriate ways to resolve conflict.	ASQ-3	72	Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”							

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ 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.												
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?”).												
Toddler	CL.L.t.1: With prompting and support, asks and answers simple questions about story content using pictures. 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”).												
Pre 3	CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content. CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.												
Pre 4	CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text.												
	CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”									
	CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”									
Kindergarten	RL.K.1: With prompting and support, ask and answer questions about key details in a text.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”									
	RL.K.2: With prompting and support, retell familiar stories, including key details.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”									
	RL.K.3: With prompting and support, identify characters, settings and major events in a story.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”									
Craft and Structure													
Young Infant	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).												
Mobile Infant	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).												
Toddler	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).												
Pre 3	CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book. CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs). CL.L.p3.5: Understands that books have both illustrations and print.												
Pre 4	CL.L.p4.4: Asks and answers questions about unknown words in a text. CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs). CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator.												
Kindergarten	RL.K.4: Ask and answer questions about unknown words in a text.	ASQ-3	72	After hearing new words, does your child try to use them?									
	RL.K.5: Recognize common types of texts (e.g., storybooks, poems). 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.												
Integration of Knowledge and Ideas													
Young Infant	CL.L.i.3: Shows interest in photographs of familiar people/objects.												
Mobile Infant	CL.L.mi.3: Randomly points to familiar pictures in a book. CL.L.mi.4: Names familiar people/objects in photographs.												
Toddler	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. 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).												
Pre 3	CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book. 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!”).												
Pre 4	CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story. CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.												
Kindergarten	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). RL.K.8: Not applicable to Literature. RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.												
Range of Reading and Level of Text Complexity													
Young Infant	CL.L.i.4: Listens briefly to stories being read by an adult.												
Mobile Infant	CL.L.mi.5: Listens to stories being read by an adult.												
Toddler	CL.L.t.6 : Engages in reading activities with an adult and possibly one or two peers.												
Pre 3	CL.L.p3.8: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).												
Pre 4	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).												
Kindergarten	RL.K.10: Actively engage in group reading activities with purpose and understanding.												

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ Item	
Informational Text (Non-Fiction): CL.IT.							
Key Ideas and Details							
Young Infant	CL.IT.i.1: See CL.L.i.1.						
Mobile Infant	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?”)						
Toddler	CL.IT.t.1: With prompting and support, asks and answers simple questions about text using pictures.						
	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?).						
Pre 3	CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text.						
	CL.IT.p3.2: Retells some details of the text using pictures or props as a support.						
Pre 4	CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”			
	CL.IT.p4.2: With prompting and support, retells key details of a text.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”			
	CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”			
Kindergarten (Kansas State Standard: Reading Informational Text: RI)	RI.K.1: With prompting and support, ask and answer questions about key details in a text.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”			
	RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”			
	RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	ASQ-3	72	After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”			
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).						
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).						
Toddler	CL.IT.t.3: Exhibits curiosity and interest in learning new vocabulary.						
	CL.IT.t.4: Identifies the front cover of a book in order to orient the book correctly for reading.						
Pre 3	CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary.						
	CL.IT.p3.4: Identifies the front and back cover of a book.						
	CL.IT.p3.5: Understands that books have both illustrations and print.						
Pre 4	CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.	ASQ-3	72	After hearing new words, does your child try to use them?			
	CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.						
	CL.IT.P6: With prompting and support describes the role of an author and an illustrator.						
Kindergarten (Kansas State Standard: Reading Informational Text: RI)	RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.	ASQ-3	72	After hearing new words, does your child try to use them?			
	RI.K.5: Identify the front cover, back cover and title page of a book.						
	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.						
Integration of Knowledge and Ideas							
Young Infant	CL.IT.i.3: Randomly points to pictures in a book.						
Mobile Infant	CL.IT.mi.3: See CL.L.mi.3.						
Toddler	CL.IT.t.5: Draws meaning from pictures, print and text.						
Pre 3	CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.						
	CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).						
	CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).						
Pre 4	CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.						
	CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.						
	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).						
Kindergarten (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).						
	RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.						
	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).						
Range of Reading and Level of Text Complexity							
Young Infant	CL.IT.i.4: Listens briefly to texts being read with an adult.						
Mobile Infant	CL.IT.mi.4: Listens to texts being read by an adult.						
Toddler	CL.IT.t.6: See CL.L.t.6.						
Pre 3	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”).						
Pre 4	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).						
Kindergarten (Kansas State Standard: Reading Informational Text: RI)	RI.K.10: Actively engage in group reading activities with purpose and understanding.						

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ Item	
Foundational Skills: CL.F.							
Print Concepts (CL.F-PC)							
Young Infant	CL.F.i.1: Explores books by touching, patting and mouthing						
Mobile Infant	CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front).						
	CL.F.mi.2: Plays with objects with letters on them (e.g., alphabet blocks).						
Toddler	CL.F.t.1 : Holds book right side up to look at pictures.						
	CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).						
Pre 3	CL.F.p3.1: Demonstrates understanding of the organization and basic features of print.						
	CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).						
	CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).						
	CL.F.p3.1c: Recognizes letters in their name.						
Pre 4	CL.F.p4.1: Demonstrates understanding of the organization and basic features of print.	ASQ-3	60	Print your child’s first name. Can your child copy the letters? The letters may be large, backward, or reversed. (Mark "sometimes" if your child copies about half of the letters.) (Space for adult’s printing) (Space for child’s printing)			
	CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.						
	CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.						
	CL.F.p4.1c: Recognizes that letters are grouped to form words.						
		CL.F.p4.1d: Recognizes and names some upper: and lowercase letters in addition to those in first name.	ASQ-3	60	Does your child name at least four letters in her name? Point to the letters and ask, "What letter is this?" (Point to the letters out of order.)		
Kindergarten (Kansas State Standard: Reading Foundation Skills: RF)	RF.K.1: Demonstrate understanding of the organization and basic features of print.	ASQ-3	60	Print your child’s first name. Can your child copy the letters? The letters may be large, backward, or reversed. (Mark "sometimes" if your child copies about half of the letters.) (Space for adult’s printing) (Space for child’s printing)			
	RF.K.1a: Follow words from left to right, top to bottom and page by page.						
	RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.						
	RF.K.1c: Understand that words are separated by spaces in print.						
		RF.K.1d: Recognize and name all upper: and lowercase letters of the alphabet.	ASQ-3	60	Does your child name at least four letters in her name? Point to the letters and ask, "What letter is this?" (Point to the letters out of order.)		
Phonological Awareness							
Young Infant	CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).						
Mobile Infant	CL.F.mi.3: Shows a varied response to sounds in the environment.						
	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).						
Toddler	CL.F.t.3: Differentiates between sounds that are the same and different (e.g., bell vs. drum).						
	CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.						
Pre 3	CL.F.p3.2: Plays with the sounds of language.						
	CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).						
	CL.F.p3.2b: Distinguishes whether two words rhyme or not.						
	CL.F.p3.2c: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad).						
Pre 4	CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).						
	CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):						
	CL.F.p4.2a: Recognizes and produces rhyming words.						
	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).						
	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).						
	CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).						
Kindergarten (Kansas State Standard: Reading Foundation Skills: RF)	RF.K.2b: Count, pronounce, blend and segment syllables in spoken words.						
	RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.						
	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/.						
	RF.K.2e: Add or substitute individual sounds (i.e., phonemes) in simple, one-syllable words to make new words.						
Phonics and Word Recognition							
Young Infant	N/A						
Mobile Infant	N/A						
Toddler	N/A						
Pre 3	CL.F.p3.3: Knows and applies age-appropriate word analysis skills.						
	CL.F.p3.3a: Begins to identify own name in print.						
Pre 4	CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.						
	CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.						
	CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.						
	CL.F.p4.3b: Identifies own name in print.						
Kindergarten (Kansas State Standard: Reading Foundation Skills: RF)	CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.						
	RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.						
	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.						
	RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.						
	RF.K.3c: Read common high-frequency words 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.						
Fluency							
Young Infant	N/A						
Mobile Infant	CL.F.mi.5: Begins to vocalize as if reading when looking at a book.						
Toddler	CL.F.t.5: “Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.						
Pre 3	CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).						
Pre 4	N/A						
Kindergarten (Kansas State Standard: Reading Foundation Skills: RF)	RF.K.4: Read emergent-reader texts with purpose and understanding.						

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
Writing: CL.W.				
Text Types and Purposes				
Young Infant	CL.W.i.1: Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it again).			
	CL.W.i.2: Grasps objects using entire hand.			
Mobile Infant	CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).			
	CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.			
Toddler	CL.W.t.1: Uses thumb and fingers of one hand to hold writing tool.			
	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).			
Pre 3	CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.			
Pre 4	CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.			
Kindergarten (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 . . .).			
	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.			
	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.			
Production and Distribution of Writing				
Young Infant	N/A			
Mobile Infant	N/A			
Toddler	N/A			
Pre 3	CL.W.p3.2: Uses consistent marks to represent name when writing.			
	CL.W.p3.3: With guidance and support, imitates shapes and strokes.			
	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”).			
Pre 4	CL.W.p4.2: Recognizably writes a majority of the letters in their name.	ASQ-3	72	Does your child write her first name or nickname on her own so you can read it? Mark “sometimes” if she writes part of her name.
	CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.			
	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).			
Kindergarten (Kansas State Standard: Writing: W)	W.K.4: (Begins in grade 3)			
	W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			
	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.			
Research to Build and Present Knowledge				
Young Infant	N/A			
Mobile Infant	N/A			
Toddler	CL.W.t.3: Participates in conversations about past events.			
Pre 3	CL.W.p3.5: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).			
	CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.			
Pre 4	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).			
	CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.			
Kindergarten (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).			
	W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ Item	
Speaking and Listening: CL.SL.							
Comprehension and Collaboration							
Young Infant	CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.						
	CL.SL.i.2: Listens to and begins to respond to familiar words (e.g., own name, bottle, mom).						
	CL.SL.i.3: Uses gestures, movements or vocalizations to gain attention of a familiar person.						
Mobile Infant	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).						
	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”).						
	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).						
Toddler	CL.SL.t.1: In a conversation with a peer or caregiver:						
	CL.SL.t.1a: Answers simple questions and begins to ask questions using inflection and intonation.						
	CL.SL.t.1b: Sustains a conversation with two or more turns.						
	CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions.						
Pre 3	CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.						
	CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.						
	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).						
	CL.SL.p3.1b: Continues a conversation through three or more exchanges.						
Pre 4	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.						
	CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.						
	ASQ:SE-2	48 and 60	Does your child have simple back-and-forth conversations with you? For example, Parent: “It’s raining!” Child: “And cold outside.” Parent: “Let’s get your coat.” Child: “I got it!”				
	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).						
Kindergarten (Kansas State Standard: Speaking and Listening: SL)	CL.SL.p4.1b: Continues a conversation through multiple exchanges, staying on topic.						
	ASQ:SE-2	48 and 60	Does your child have simple back-and-forth conversations with you? For example, Parent: “It’s raining!” Child: “And cold outside.” Parent: “Let’s get your coat.” Child: “I got it!”				
	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.						
	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.						
Kindergarten (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.						
	ASQ:SE-2	48 and 60	Does your child have simple back-and-forth conversations with you? For example, Parent: “It’s raining!” Child: “And cold outside.” Parent: “Let’s get your coat.” Child: “I got it!”				
	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).						
	SL.K.1b: Continue a conversation through multiple exchanges.						
Kindergarten (Kansas State Standard: Speaking and Listening: SL)	ASQ:SE-2		48 and 60	Does your child have simple back-and-forth conversations with you? For example, Parent: “It’s raining!” Child: “And cold outside.” Parent: “Let’s get your coat.” Child: “I got it!”			
	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.						
	SL.K.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood.						
	SL.K.3: Ask and answer questions in order to seek help, get information or clarify 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.						
	CL.SL.i.5: Uses differing cries to signal various needs.						
	CL.SL.i.6: Uses some consonant-vowel (CV) combinations (e.g., ba, pa,ma).						
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).						
	CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what child says.						
Toddler	CL.SL.t.4: Uses words to label actions.						
	CL.SL.t.5: Expresses wants and needs, likes and dislikes.						
	CL.SL.t.6: Speaks so that familiar listeners are able to understand ideas, feeling and need.						
Pre 3	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.						
	CL.SL.p3.4: Able to describe objects and actions depicted in pictures.						
	CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.						
Pre 4	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.						
	CL.SL.p4.4: Able to tell another person about what they have drawn.						
	CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.						
Kindergarten (Kansas State Standard: Speaking and Listening: SL)	ASQ-3		48, 54, 60 and 72	Can you understand most of what your child says? If no, explain:			
	SL.K.4: Describe familiar people, places, things and events and, with prompting and support, provide additional detail.						
	SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.						
Kindergarten (Kansas State Standard: Speaking and Listening: SL)	SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.		ASQ-3	48, 54, 60 and 72	Can you understand most of what your child says? If no, explain:		

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ Item	
Language Standards							
Conventions of Standard English							
Young Infant	N/A						
Mobile Infant	N/A						
Toddler	N/A						
Pre 3	CL.IS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.						
	CL.IS.p3.1a: Begins to make letter like forms and print some letters (e.g., letters in their name).						
	CL.IS.p3.1b: Uses frequently occurring nouns and verbs when speaking.						
	CL.IS.p3.1c: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).						
	CL.IS.p3.1d: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).						
	CL.IS.p3.1e: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).						
Pre 4	CL.IS.p3.1f: Communicates using at least 3-4 word sentences.						
	CL.IS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.						
	CL.IS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.						
	CL.IS.p4.1a: Prints some upper-and lower-case letters (e.g., letters in their name).						
	CL.IS.p4.1b: Uses frequently occurring nouns and verbs.						
	CL.IS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).						
Kindergarten (Kansas State Standard: Language: L)	CL.IS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).						
	CL.IS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).						
	CL.IS.p4.1f: Produces complete sentences in shared language activities.						
	CL.IS.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.						
	L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
	L.K.1a: Print many upper: and lowercase letters.						
	L.K.1b: Use frequently occurring nouns and verbs.						
	L.K.1c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).						
	L.K.1d: Understand and use question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).						
	L.K.1e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).						
	L.K.1f: Produce and expand complete sentences in shared language activities.						
	L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.						
	L.K.2a: Capitalize the first word in a sentence and the pronoun I.						
	L.K.2b: Recognize and name end punctuation.						
L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (i.e., phonemes).							
L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships							
Vocabulary Acquisition and Use							
Young Infant	CL.IS.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?”).						
Mobile Infant	CL.IS.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”).						
Toddler	CL.IS.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).						
Pre 3	CL.IS.p3.3: Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).						
	CL.IS.p3.4: With guidance and support from adults, explores word relationships and nuances in word meanings.						
	CL.IS.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).						
	CL.IS.p3.4b: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.						
	CL.IS.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.						
Pre 4	CL.IS.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)		ASQ-3	72	After hearing new words, does your child try to use them?		
	CL.IS.p4.4: With guidance and support, explores word relationships and nuances in word meanings.		ASQ-3	72	After hearing new words, does your child try to use them?		
	CL.IS.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).						
	CL.IS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.						
	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.						
Kindergarten (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.		ASQ-3	72	After hearing new words, does your child try to use them?		
	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).		ASQ-3	72	After hearing new words, does your child try to use them?		
	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.						
	L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.						
	L.K.5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.						
	L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by 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).						
	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.						
	L.K.6: Use words and phrases acquired through conversations, reading and being read to and responding to texts.						

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
Mathematics (M)				
Counting and Cardinality: M.CC.				
Know number names and the count sequence.				
Young Infant	N/A			
Mobile Infant	M.CC.mi.1: Names some number words but not in sequence.			
Toddler	M.CC.t.1: Verbally counts in sequence to 3.			
Pre 3	M.CC.p3.1: Counts in sequence to 10.			
	M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.			
Pre 4	M.CC.p4.1: Counts in sequence to 30.	ASQ-3	54 and 60	Does your child count up to 15 without making mistakes? If so, mark "yes." If your child counts to 12 without making mistakes, mark "sometimes."
	M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).			
	M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	ASQ-3	54 and 60	Does your child count up to 15 without making mistakes? If so, mark "yes." If your child counts to 12 without making mistakes, mark "sometimes."
Kindergarten	M.CC.K.1: Count to 100 by ones and by tens.			
	M.CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	ASQ-3	54 and 60	Does your child count up to 15 without making mistakes? If so, mark "yes." If your child counts to 12 without making mistakes, mark "sometimes."
	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).			
Young Infant	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).			
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”).			
	M.CC.t.3: Matches large pegs to holes using one-to-one correspondence.			
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).			
	M.CC.p3.4: Spontaneously counts for own purposes.			
	M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).			
Pre 4	M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
	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).	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
	M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality).	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
	M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
	M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
	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.	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
Kindergarten	M.CC.K.1: Understand the relationship between numbers and quantities; connect counting to cardinality.	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
	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.	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
	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.	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
	M.CC.K.1c: Understand that each successive number name refers to a quantity that is one larger.	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
	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.	ASQ-3	48 and 54	If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)
Compare Numbers				
Young Infant	M.CC.i.1: Holds an object in each hand.			
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).			
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).			
Pre 3	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.			
	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).			
Pre 4	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).			
	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).			
	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).			
Kindergarten	M.CC.K.1: Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g., by using matching and counting strategies).			
	M.CC.K.2: Compare two numbers between 1 and 10 presented as written numerals.			

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ Item	
Operations and Algebraic Thinking: M.OA.							
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from							
Young Infant	M.OA.i.1: Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).						
Mobile Infant	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).						
Toddler	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”). 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?”).						
Pre 3	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”). M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.						
Pre 4	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?).	ASQ-3	72		When you ask, “What is 4 plus 2?,” “What is 3 plus 5?,” and “What is 7 plus 1?,” does your child know the answers? He can use his fingers or small objects to count. Mark “sometimes” if your child knows at least one or two correct answers.		
	M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	ASQ-3	72		When you ask, “What is 4 plus 2?,” “What is 3 plus 5?,” and “What is 7 plus 1?,” does your child know the answers? He can use his fingers or small objects to count. Mark “sometimes” if your child knows at least one or two correct answers.		
	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).	ASQ-3	72		When you ask, “What is 4 plus 2?,” “What is 3 plus 5?,” and “What is 7 plus 1?,” does your child know the answers? He can use his fingers or small objects to count. Mark “sometimes” if your child knows at least one or two correct answers.		
Kindergarten	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.	ASQ-3	72		When you ask, “What is 4 plus 2?,” “What is 3 plus 5?,” and “What is 7 plus 1?,” does your child know the answers? He can use his fingers or small objects to count. Mark “sometimes” if your child knows at least one or two correct answers.		
	M.OA.K.2: Solve addition and subtraction word problems and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).	ASQ-3	72		When you ask, “What is 4 plus 2?,” “What is 3 plus 5?,” and “What is 7 plus 1?,” does your child know the answers? He can use his fingers or small objects to count. Mark “sometimes” if your child knows at least one or two correct answers.		
	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).	ASQ-3	72		When you ask, “What is 4 plus 2?,” “What is 3 plus 5?,” and “What is 7 plus 1?,” does your child know the answers? He can use his fingers or small objects to count. Mark “sometimes” if your child knows at least one or two correct answers.		
	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.	ASQ-3	72		When you ask, “What is 4 plus 2?,” “What is 3 plus 5?,” and “What is 7 plus 1?,” does your child know the answers? He can use his fingers or small objects to count. Mark “sometimes” if your child knows at least one or two correct answers.		
	M.OA.K.5: Fluently add and subtract within 5.	ASQ-3	72		When you ask, “What is 4 plus 2?,” “What is 3 plus 5?,” and “What is 7 plus 1?,” does your child know the answers? He can use his fingers or small objects to count. Mark “sometimes” if your child knows at least one or two correct answers.		
Measurement and Data: M.MD.							
Describe and compare measurable attributes							
Young Infant	M.MD.i.1: Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).						
Mobile Infant	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).						
Toddler	M.MD.t.1: Starts to use words to describe measurable attributes (e.g., big, heavy, empty).						
Pre 3	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!”).						
Pre 4	M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).						
	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).						
Kindergarten	M.MD.K.1: Describe measurable attributes of objects (e.g., length or weight). Describe several measurable attributes of a single object.						
	M.MD.K.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of ” the attribute and describe the difference (e.g.directly compare the heights of two children and describe one child as taller/ shorter).						
Classify objects and count the number of objects in each category							
Young Infant	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).						
Mobile Infant	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).						
Toddler	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).						
	M.MD.t.3: Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing).						
Pre 3	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).						
Pre 4	M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.						
	M.MD.p4.4: Collects data by categories to answer simple questions.						
Kindergarten	M.MD.K.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.						

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
Geometry: M.G.				
Identify and Describe Shapes				
Young Infant	M.G.i.1: Exhibits some sense of size, color and shape recognition of objects in the environment.			
Mobile Infant	M.G.mi.1: Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).			
Toddler	(Circles, squares, typical triangles)			
	M.G.t.1: Demonstrates an understanding of simple location/position words (e.g., under, in, out).			
	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).			
Pre 3	(Squares, circles, triangles, rectangles)			
	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).			
	M.G.p3.2: Correctly names shapes regardless of their orientations or overall size.			
Pre 4	(Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)			
	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).	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]
	M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]
Kindergarten	(Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)			
	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).	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]
	M.G.K.2: Correctly name shapes regardless of their orientations or overall size.	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]
	M.G.K.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]
Analyze, compare, create and compose shapes				
Young Infant	M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.			
Mobile Infant	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).			
Toddler	M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.			
Pre 3	M.G.p3.3: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).			
	M.G.p3.4: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.			
Pre 4	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).	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]
	M.G.p4.4: Creates shapes during play by building, drawing, etc.	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]
	M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]
Kindergarten	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).	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]
	M.G.K.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]
	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?”).	ASQ-3	72	Does your child tell you which shape comes next in the pattern below? [square, car, star, square, car, ____]

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ 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). 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).			
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). 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).			
Toddler	S.t.1: Demonstrates an understanding of basic cause and effect. 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).			
Pre 3	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).			
Pre 4	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). S.p4.2: Recognizes and describes the effect of his/her own actions on objects.			
Kindergarten (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. K-PS3-C: Relationship between energy and forces. A bigger push or pull makes things go faster. 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. K-PS2-A: Forces and Motion- pushes and pulls can have different strengths and directions. K-PS2-B: Types of Interactions- when objects touch or collide, they push one another and can change motion.			
Energy				
Young Infant	N/A			
Mobile Infant	N/A			
Toddler	N/A			
Pre 3	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”).			
Pre 4	S.p4.3: Demonstrates an understanding that the sun provides light and warmth.			
Kindergarten (Kansas Early Learning Standard)	K- PS3-1: Make observations to determine the effect of sunlight on Earth’s surface. K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. K-PS3-3-B: Conservations of Energy and Energy Transfer- sunlight warms the Earth’s surface.			
From Molecules to Organisms: Structures and Processes				
Young Infant	S.i.3: Shows interest in animals.			
Mobile Infant	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).			
Toddler	S.t.3: Names familiar objects, animals, body parts (e.g., arm, hand, arm). S.t.4: Begins to identify traits of living things (e.g., the sound a duck makes). S.t.5: Demonstrates an understanding that people and animals need food and water to live.			
Pre 3	S.p3.3: Notices and asks questions about what is the same and what is the difference between categories of plants and animals. S.p3.4: Understands that living things need air, water and food.			
Pre 4	S.p4.4: Asks /answers questions about objects, organisms and events in their environments. S.p4.5: Understands and is able to explain why plants and animals need air, food and water.			
Kindergarten (Kansas Early Learning Standard)	K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive. 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.			
Earth’s Systems				
Young Infant	S.i.4: Turns head toward or away from weather.			
Mobile Infant	S.mi.4: Demonstrates a variety of responses to changes in weather.			
Toddler	S.t.6: Beginning to identify weather occurrences (e.g., sun, rain, snow).			
Pre 3	S.p3.5: Identifies weather occurrences (e.g., sun, rain and snow). S.p3.6: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).			
Pre 4	S.p4.6: Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy). S.p4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons. S.p4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have an on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).			
Kindergarten (Kansas Early Learning Standard)	K-ESS2-1: Use and share observations of local weather conditions to describe patters over time. 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. K-ESS2-1: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS2.E: Biogeology - plants and animals can change their environment. 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.			

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ Item					
Earth and Human Activity											
Young Infant	N/A										
Mobile Infant	N/A										
Toddler	S.t.7: Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water). S.t.8: Enacts animals’ activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.										
Pre 3	S.p3.7: Comments on an animal’s appearance, behavior or habitat.										
	S.p3.8: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).										
	S.p3.9: Makes comments about the weather. (e.g., it’s cold, it’s windy).										
	S.p3.10: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).										
Pre 4	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).										
	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).										
	S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).										
	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.).										
Kindergarten (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.										
	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.										
	K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.										
	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.										
	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.										
	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.										
Social Studies (SS)											
Government											
Young Infant	SS.i.1: Shows awareness of self and of other people.										
Mobile Infant	SS.mi.1: Prefers familiar adults over strangers.										
Toddler	SS.t.1: Identifies family members by name.										
Pre 3	SS.p3.1: Names family members by relationships (e.g., dad, sister, cousin).										
Pre 4	SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).										
Kindergarten	SS.K.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).										
Economics											
Young Infant	SS.i.2: Demonstrates beginning awareness of objects in the environment.										
Mobile Infant	SS.mi.2: Identifies objects as “mine.”										
Toddler	SS.t.2: Shares with others and takes turns with adult guidance.										
Pre 3	SS.p3.2: Trades or exchanges materials or objects with others. SS.p3.3: Discriminates between “yours” and “mine.”										
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).	ASQ-3	60 and 72	Does your child usually take turns and share with other children?							
	SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.										
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).										
	SS.K.2: Explains what he/she gives up when a choice is made.										
	SS.K.3: Understands the use of money to purchase goods and services.										
	SS.K.4: Discusses the benefits of saving money.										
	SS.K.5: Gives examples of types of jobs that he/she does within the family.										

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
Geography				
Young Infant	N/A			
Mobile Infant	SS.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.			
Toddler	SS.t.3: Talks about objects and people in familiar environments (e.g., home, grocery store).			
Pre 3	SS.p3.4: Uses words to indicate direction.			
	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).			
	SS.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.			
Pre 4	SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, here/there).			
	SS.p4.5: Creates simple “maps” or drawings of familiar places.			
	SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).			
	SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat).			
	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).			
Kindergarten	SS.K.6: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, left/right, near/far, here/there).			
	SS.K.7: Locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).			
	SS.K.8: Describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).			
	SS.K.9: Describes seasonal changes and how they affect an individual.			
	SS.K.10: Identifies ways people can maintain or improve the quality of their environment.			
Kansas, United States, and World History				
Young Infant	N/A			
Mobile Infant	SS.mi.4: Recognizes and anticipates familiar routines.			
Toddler	SS.t.4: Identifies routines and common occurrences in his/her life.			
	SS.t.5: Recognizes the start and end of an event (e.g., clapping at the end of a song).			
Pre 3	SS.p3.7: Questions why and/or how people are similar or different.			
	SS.p3.8: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...” , “ or before I moved into my new house...”).			
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.			
	SS.p4.10: Names city and state where he/she lives.			
	SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).			
Kindergarten	SS.K.11: Identifies and explains how tools and technology used in the home/school meet people’s needs.			
	SS.K.12: Explains how each individual has a personal history. 2.(A) compares and contrasts his/her own life with life in a city and/or a rural community.			
	SS.K.13: Identifies family customs and traditions and explains their importance.			
	SS.K.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.			
	SS.K.15: Locates the state of Kansas using a map of the United States.			
	SS.K.16: Recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo).			
	SS.K.17: Places events in sequential order.			
	SS.K.18: Uses information to find main idea.			
	SS.K.19: Scans historic photographs to gain information.			
	SS.K.20: Asks questions, shares information and discusses ideas about the past.			

KS Standard		ASQ-3 or ASQ:SE-2		ASQ Age Interval		ASQ Item	
Creative Arts (C)							
Dance							
Young Infant	CA.i.1: Physical:						
	CA.i.1a: Moves body parts (e.g., sits with support).						
	CA.i.1b: Can focus on an object and follow it with focus.						
	CA.i.2: Responding:						
	CA.i.2a: Responds to sounds, visual images and motions.						
	CA.i.3: Creating:						
	CA.i.3a: Reaches for caregiver and objects.						
	CA.i.4: Understanding:						
	CA.i.4a: Moves body when happy and excited.						
Mobile Infant	CA.mi.1: Physical:						
	CA.mi.1a: Pulls up to standing.						
	CA.mi.1b: Sits without support.						
	CA.mi.2: Responding:						
	CA.mi.2a: Reacts to vocal or observed cues.						
	CA.mi.2b: Responds to movement that has a beat or rhythm.						
	CA.mi.2c: Follows some observed actions.						
	CA.mi.3: Creating:						
	CA.mi.3a: Starts and stops with music cues with adult guidance.						
	CA.mi.3b: Explores bending, stretching, small and big.						
	CA.mi.4: Understanding:						
	CA.mi.4a: Controls some body movements.						
CA.mi.4b: Demonstrates following simple directions.							
Toddler	CA.t.1: Physical:						
	CA.t.1a: Moves head, arms, legs, knees, elbows, fingers, toes in isolation.						
	CA.t.1b: Walks, runs, jumps.						
	CA.t.2: Responding:						
	CA.t.2a: When asked, moves forward, backwards, up and, down.						
	CA.t.2b: Begins to balance on one foot.						
	CA.t.2c: Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.						
	CA.t.3: Creating:						
	CA.t.3a: Stops and starts with music cues.						
	CA.t.3b: Improvises movement to fast and slow music.						
	CA.t.2: Understanding:						
	CA.t.2a: Stops and starts with music cues.						
CA.t.2b: Improvises movement to fast and slow music.							
Pre 3	CA.p3.1: Physical:						
	CA.p3.1a: Explores moving all body parts in isolation.						
	CA.p3.1b: Explores cross lateral movements.						
	CA.p3.2: Responding:						
	CA.p3.2a: Moves one body part in response to a simple rhythm pattern.						
	CA.p3.2b: Demonstrates the difference between still and moving.						
	CA.p3.2c: Moves over, under and around objects.						
	CA.p3.3: Creating:						
	CA.p3.3a: Creates high, medium and low shapes.						
	CA.p3.3b: Explores and creates patterns.						
	CA.p3.3c: Combines axial and locomotor movements together.						
	CA.p3.4: Understanding:						
CA.p3.4a: Listens to musical cues and teacher instruction.							
CA.p3.4b: Dances with purpose attentive to music and instruction.							
Pre 4	CA.p4.1: Physical:						
	CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.						
	ASQ-3	48, 54, and 60	Without holding onto anything, does your child stand on one foot for at least 5 seconds without losing her balance and putting her foot down? (You may give your child two or three tries before you mark the answer.)				
	CA.p4.1b: Skips, slides, leaps.						
	ASQ-3	60	Does your child skip using alternating feet? (You may show him how to do this.)				
	CA.p4.2: Responding:						
	CA.p4.2a: Dances to music with varying tempos.						
	CA.p4.2b: Creates simple rhythm patterns and is able to repeat them.						
	CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve.						
	CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).						
	CA.p4.3: Creating:						
	CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas.						
	CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.						
	CA.p4.4: Understanding:						
	CA.p4.4a: Able to listen and carry out instruction.						
CA.p4.4b: Able to create movement and discovery.							
Kindergarten	N/A						

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
Music				
Young Infant	CA.i.5: Physical:			
	CA.i.5a: Attends to sounds.			
	CA.i.5b: Begins to make vocal sounds.			
	CA.i.6: Responding:			
	CA.i.6a: Moves body to music.			
	CA.i.7: Creating:			
	CA.i.7a: Demonstrates shaking or banging objects or toys.			
	CA.i.8: Understanding:			
	CA.i.8a: Attends to music and rhythm patterns through caregiver touch and music exposure.			
Mobile Infant	CA.mi.5: Physical:			
	CA.mi.5a: Responds physically to various rhythmic patterns in sound.			
	CA.mi.5b: Vocalizes in response to rhythm.			
	CA.mi.6: Responding:			
	CA.mi.6a: Identifies sources of sounds (i.e., dog, cat, car, etc.).			
	CA.mi.6b: Moves to music-rhythm.			
	CA.mi.7: Creating:			
	CA.mi.7a: Chooses from variety of objects (instruments/toys).			
	CA.mi.7b: Explores bringing objects together to make sounds.			
	CA.mi.8: Understanding:			
CA.mi.8a: Follows and tracks various types of music through movement, facial expressions, verbalizes.				
Toddler	CA.t.5: Physical:			
	CA.t.5a: Begins to verbalize words to simple songs.			
	CA.t.6: Responding:			
	CA.t.6a: Responds to tempos presented in a variety of ways: physically, verbally, with instruments.			
	CA.t.7: Creating:			
	CA.t.7a: Follows simple rhythmic patterns with musical instruments.			
	CA.t.7b: Explores simple music -concepts: tempo, music scale-up to 5 note scale.			
	CA.t.8: Understanding:			
	CA.t.8a: Follows and tracks various types of music through movement, facial expressions, verbalize.			
	CA.t.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).			
Pre 3	CA.p3.5: Physical:			
	CA.p3.5a: Repeats sound and rhythm patterns.			
	CA.p3.5b: Sings simple songs.			
	CA.p3.6: Responding:			
	CA.p3.6a: Moves to traditional music: march, gallop, hop, tiptoe.			
	CA.p3.7: Creating:			
	CA.p3.7a: Repeats song patterns and rhythmic movements to music.			
	CA.p3.7b: Sings 5-8 note scale.			
	CA.p3.8: Understanding:			
	CA.p3.8a: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.			
Pre 4	CA.p4.5: Physical:	ASQ-348 and 54Does your child hop up and down on either the right or left foot at least one time without losing her balance or falling?		
	CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.			
	CA.p4.6: Responding:			
	CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip.			
	CA.p4.6b: Vocally repeats a note pattern using an 8 note scale.			
	CA.p4.7: Creating:			
	CA.p4.7a: Creates own songs and movements, includes musical instruments.			
	CA.p4.7b: Vocalizes and uses instruments in more complex music/songs.			
	CA.p4.8: Understanding:			
CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.				
CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.				
Kindergarten	N/A			

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
		Acting/Theater		
Young Infant	CA.i.9: Physical:			
	CA.i.9a: Responds to sounds.			
	CA.i.9b: Expresses needs with different sounds.			
	DC2.1A.i.10: Responding:			
	CA.i.10a: Responds to voices.			
	CA.i.10b: Repeats sounds vocally and physically.			
	CA.i.10c: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.			
	CA.i.11: Creating:			
	CA.i.11a: Begins cooing, babbling.			
	CA.i.12: Understanding:			
	CA.i.12a: Listens to stories, books, etc.			
	CA.i.12b: Looks at pictures and points.			
	CA.i.12c: Recognizes songs and specific books or pictures.			
Mobile Infant	CA.mi.9: Physical:			
	CA.mi.9a: Imitates words.			
	CA.mi.9b: Responds to another voice.			
	CA.mi.9c: Follows simple directions.			
	CA.mi.10: Responding:			
	CA.mi.10a: Enjoys listening to stories, songs.			
	CA.mi.10b: Understands and responds to pictures in books that create story.			
	CA.mi.10c: Initiates interaction with familiar people.			
	CA.mi.11: Creating:			
	CA.mi.11a: Uses vocal intonation.			
	CA.mi.11b: Demonstrates simple character/animal sounds with motions.			
	CA.mi.12: Understanding:			
	CA.mi.12a: Responds to favorite stories.			
	CA.mi.12b: Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.			
Toddler	CA.t.9: Physical:			
	CA.t.9a: Beginning to follow more complex directions.			
	CA.t.9b: Initiates conversation.			
	CA.t.9c: Asks questions to understand order of world's story.			
	CA.t.10: Responding:			
	CA.t.10a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).			
	CA.t.10b: Recreates plot of familiar stories or movies.			
	CA.t.11: Creating:			
	CA.t.11a: Talks in play situations.			
	CA.t.11b: Moves inanimate objects (e.g., toy characters) in a play situation.			
	CA.t.11c: Changes voice, emotion, body in play situations.			
	CA.t.12: Understanding:			
	CA.t.12a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).			
	CA.t.12b: Recreates plot of familiar stories or movies.			
Pre 3	CA.p3.9: Physical:			
	CA.p3.9a: Recites nursery rhymes and simple songs.			
	CA.p3.9b: Recalls familiar stories.			
	CA.p3.9c: Memorizes words in books and stories.			
	CA.p3.10: Responding:			
	CA.p3.10a: Identifies feelings - happy, sad, mad, etc.			
	CA.p3.10b: Beginning to differentiate between real and pretend.			
	CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together.			
	CA.p3.10d: Beginning to take a role in dramatic play.			
	CA.p3.11: Creating:			
	CA.p3.11a: Follows simple instructions to recreate story and dramatic movement.			
	CA.p3.11b: Uses costumes to disguise self and become a character in everyday environment.			
	CA.p3.12: Understanding:			
	CA.p3.12a: Creates action and verbalization with costume prompt.			
	CA.p3.12b: Creates story with props/manipulatives.			

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
Acting/Theater				
Pre 4	CA.P4.9: Physical: CA.p4.9a: Takes a role in acting out a story.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.9b: Creates dialogue specific to a type of character.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.10: Responding: CA.p4.10a: Anticipates story plot and structure of story.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.10b: Assumes roles in dramatic play situations.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.10c: Interacts with others in listening and responding in dramatic role.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.10d: Demonstrates feelings with body and voice.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.11: Creating: CA.p4.11a: Dictates a story.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.11b: Repeats dialogue and movement to tell a story.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	Acting/Theater			
	CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
Pre 4	CA.p4.11d: Uses costumes to create character with dialogue.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.11f: Uses props/objects in creative ways to promote and create story.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.12: Understanding: CA.p4.12a: Retells stories.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.12b: Uses imagination to create dramatic roles.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
	CA.p4.12d: Critiques drama experiences and find meaning/moral in story.	ASQ-3	48 and 54	Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.
Kindergarten	N/A			

KS Standard		ASQ-3 or ASQ:SE-2	ASQ Age Interval	ASQ Item
		Visual Arts		
Young Infant	CA.i.13: Physical:			
	CA.i.13a: Responds to light, color.			
	CA.i.13b: Explores sensory materials.			
	CA.i.14: Responding:			
	CA.i.14a: Responds to various textures and sensory materials - fabric, water, sand, etc.			
	CA.i.15: Creating:			
	CA.i.15a: Splashes water, blows bubbles.			
	CA.i.16: Understanding:			
	CA.i.16a: Beginning to imitate sounds.			
	CA.i.16b: Favors objects/sensory materials.			
Mobile Infant	CA.i.16c: May attach to a special object - blanket, "lovey.			
	CA.mi.13: Physical:			
	CA.mi.13a: Scribbles with crayon.			
	CA.mi.13b: Crawls on textures - fabric, wood, bubble wrap.			
	CA.mi.14: Responding:			
	CA.mi.14a: Examines small objects and details.			
	CA.mi.14b: Grasps objects with thumb and pointer finger.			
	CA.mi.15: Creating:			
	CA.mi.15a: Explores sensory materials - non-toxic paint, fingerpaint, paper, playdough, sand.			
	CA.mi.16: Understanding:			
Toddler	CA.mi.16a: Repeats actions, sounds, activities, etc.			
	CA.t.13: Physical:			
	CA.t.13a: Grips paint brush, crayons, pipette, spray bottle.			
	CA.t.13b: Makes random and disordered scribbles.			
	CA.t.14: Responding:			
	CA.t.14a: Explores variety of art media: painting, gluing, printing, fingerpainting, clay, etc.			
	CA.t.14b: Shows control of paint, brushes, markers, etc.			
	CA.t.15: Creating:			
	CA.t.15a: Explores and manipulates sensory materials.			
	CA.t.15b: Demonstrates self-expression with art materials.			
Pre 3	CA.t.16: Understanding:			
	CA.t.16a: Explores and manipulates sensory materials.			
	CA.t.16b: Demonstrates self-expression with art materials.			
	CA.p3.13: Physical:			
	CA.p3.13a: Begins use of scissors.			
	CA.p3.13b: Explores with natural and recycled objects.			
	CA.p3.14: Responding:			
	CA.p3.14a: Explores more complex art activities.			
	CA.p3.14b: Mixes two basic shapes - abstract rather than representational.			
	CA.p3.15: Creating:			
Pre 4	CA.p3.15a: Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.			
	CA.p3.15b: Works independently.			
	CA.p3.16: Understanding:			
	CA.p3.16a: Mixes colors to create a new color.			
	CA.p3.16b: Names shapes.			
	CA.p4.13: Physical:			
	CA.p4.13a: Uses a variety of materials to create art.			
	CA.p4.13b: Shows skill with scissors.	ASQ-3	48	Using child-safe scissors, does your child cut a paper in half on a more or less straight line, making the blades go up and down? (Carefully watch your child's use of scissors for safety reasons.)
	CA.p4.14: Responding:			
	CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing.			
Kindergarten	CA.p4.14b: Drawings suggest real life.	ASQ-3	54 and 60	Ask your child to draw a picture of a person on a blank sheet of paper. You may ask your child, "Draw a picture of a girl or a boy." If your child draws a person with head, body, arms, and legs, mark "yes." If your child draws a person with only three parts (head, body, arms, or legs), mark "sometimes." If your child draws a person with two or fewer parts (head, body, arms, or legs), mark "not yet." Be sure to include the sheet of paper with your child's drawing with this questionnaire.
	CA.p4.14c: Drawings becoming better defined, more detail.	ASQ-3	54 and 60	Ask your child to draw a picture of a person on a blank sheet of paper. You may ask your child, "Draw a picture of a girl or a boy." If your child draws a person with head, body, arms, and legs, mark "yes." If your child draws a person with only three parts (head, body, arms, or legs), mark "sometimes." If your child draws a person with two or fewer parts (head, body, arms, or legs), mark "not yet." Be sure to include the sheet of paper with your child's drawing with this questionnaire.
	CA.p4.15: Creating:			
	CA.p4.15a: Tells stories/works out problems with drawings.			
	CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).			
	CA.p4.16: Understanding:			
	CA.p4.16a: Demonstrates understanding of art vocabulary and concepts.			
	CA.p4.16b: Discusses own artistic creations and those of others.			
	N/A			