Mississippi
Early Learning Standards
for Classrooms Serving
Four-year-old Children
English Language Arts and Mathematics

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TASK FORCE RESOURCES

The following resources served as the foundation for the development of the standards.

- *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*
- *Common Core Standards for Mathematics*
- *The Head Start Child Development and Early Learning Framework*
- *Mississippi Early Learning Guidelines for Four-year-old Children 2006 - Language, Vocabulary, and Early Literacy Development*
- *Mississippi Early Learning Guidelines for Four-year-old Children 2006 - Mathematical Concepts*
- Early Learning Standards from other states

PREFACE

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The *Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children - English Language Arts and Mathematics* were developed to correlate to the Common Core State Standards (CCSS) for Mathematics and the CCSS for English Language Arts (ELA). The CCSS for Mathematics and the CCSS for ELA are organized very differently. The CCSS for Mathematics are divided by domains. The CCSS for ELA are divided by strands and correspond to College and Career Readiness (CCR) Anchor Standards that are identical across all grade levels. The ELA section of the *Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children - English Language Arts and Mathematics* is also organized according to the CCR Anchor Standards. The Mathematics section of this document is organized according to the domains in the CCSS for Mathematics.

The *Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children - English Language Arts and Mathematics* are also aligned with the *Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children* and include specific cognitive outcomes for young children. The early childhood classroom does not limit its focus on cognitive development but provides children with learning opportunities that address a wide variety of developmental domains. Education and brain research conducted over the last few decades supports a play-based classroom environment for four-year-olds, providing children with a classroom that supports the following:

Young children learn best when they are actively engaged with relevant, meaningful materials. Early care and education teachers facilitate learning by carefully selecting materials and activities that give children opportunities to explore, question, reason, and experiment in order to develop an understanding of the world around them.

Young children learn best through social interaction. They need the opportunity to interact with adults and peers in a respectful environment where their feelings and ideas are valued. Social and emotional development have been shown to have a direct impact on academic achievement and must be included in the early childhood classroom curriculum in purposeful ways. Children learn how to function within society by practicing social interaction through play which encourages interaction, negotiation, sharing, and turn-taking.

Young children learn best when their emotional needs are met. They develop the ability to express emotions in appropriate ways by practicing these skills in a social context. All emotions, either positive or negative, must be acknowledged and respected. Teachers must provide respectful guidance when children struggle with difficult emotions like anger, frustration, or sadness.

Young children learn best when their physical development is supported. In order to develop fine motor skills, they need daily experimentation with a variety of fine motor materials throughout the learning environment. Gross motor development cannot be limited to outdoor play activities but must also include movement activities, both teacher-directed and child-chosen, within the classroom.

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COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS OVERVIEW

The Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The CCSS for English Language Arts are divided by Reading, Writing, Speaking and Listening, and Language Strands based on the College and Career Readiness (CCR) Anchor Standards. The *Mississippi Early Learning Standards for Classrooms Serving Four-year*-old *Children* follow the CCR anchor standards in each strand. Each standard for four-year-olds corresponds to the same-numbered CCR anchor standard. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

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The standards on the following pages define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Reading as indicated below. Please note that the Standards for Reading are divided into three components: Literature, Informational Text, and Foundational Skills. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

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READING STANDARDS FOR LITERATURE (Four-year-old children)

Key Ideas and Details

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask "*What is the duck doing?"* or respond to *"Tell me about the duck"*).

2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (conversation, drama, props throughout the classroom, creative movement, art, and creative writing).

3. With prompting and support, identify some characters, settings, and/or major events in a story.

Craft and Structure

4. Exhibit curiosity and interest in learning words in print.

   a. Develop new vocabulary from stories.

   b. Identify environmental print (e.g., word wall, class dictation).

5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).

6. With prompting and support, identify the role of the author and illustrator.

Integration of Knowledge and Ideas

7. With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).

8. (Not appropriate for literature as indicated in the CCSS for ELA.)

9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).

Range of Reading and Level of Text Complexity

10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).

READING STANDARDS FOR INFORMATIONAL TEXT (Four-year-old children)

Key Ideas and Details

1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).

2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).

3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).

Craft and Structure

4. Exhibit curiosity and interest about words in a variety of informational texts.

5. With prompting and support, identify the front cover, back cover, and title page of a book.

6. With prompting and support, identify the role of the author and illustrator in informational text.

Integration of Knowledge and Ideas

7. With prompting and support, make connections between self and text and/or information and text.

8. With prompting and support, explore the purpose of the informational text as it relates to self.

9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.

Range of Reading and Level of Text Complexity

10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

READING STANDARDS: FOUNDATIONAL SKILLS (Four-year-old children)

Print Concepts

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1. With prompting and support, demonstrate understanding of conventions of print.

   a. Recognize an association between spoken and written words.

   b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.

   c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.

   d. Differentiate letters from numbers.

   e. Recognize words as a unit of print and understand that letters are grouped to form words.

   f. Understand that print moves from left to right, top to bottom, and page by page.

   g. Understand that words are separated by spaces in print.

Phonological Awareness

2. With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.

   a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).

   b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).

   c. Demonstrate awareness of the relationship between sounds and letters.

   d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.

   e. With prompting and support, isolate and pronounce the initial sounds in words.

   f. Demonstrate an awareness of ending sounds in words.

3. With prompting and support, demonstrate emergent phonics and word analysis skills.

   a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
   b. Recognize own name, environmental print, and some common high-frequency sight words.

Fluency

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4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).

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The standards on the following page define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Writing as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

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WRITING STANDARDS (Four-year-old children)

Text Types and Purposes

1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.

a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.

b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.

c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.

2. No developmentally appropriate standard

3. No developmentally appropriate standard

Production and Distribution of Writing

4. No developmentally appropriate standard

5. With guidance and support, respond to questions/suggestions and add details to strengthen illustrations and/or creative writing as needed.

6. With prompting and support, explore a variety of tools (e.g., digital media, art materials) to collaboratively produce and publish creative writing.

Research to Build and Present Knowledge

7. With prompting and support, participate in shared research and projects through emergent written representation (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.

8. With prompting and support, recall information from experiences to answer questions.

9. No developmentally appropriate standard

Range of Writing

10. No developmentally appropriate standard

The standards on the following page define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Speaking and Listening as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS

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COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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SPEAKING AND LISTENING STANDARDS (Four-year-old children)

Comprehension and Collaboration

1. With guidance and support, participate in collaborative conversations about *prekindergarten topics and texts* with peers and adults in small and large groups.

a. Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings).

b. Engage in extended conversations.

2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.

3. With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. With prompting and support, describe familiar people, places, things, and events.

5. With prompting and support, add drawings or other visual displays to descriptions.

6. With prompting and support, demonstrate an emergent ability to express thoughts, feelings, and ideas clearly.

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The standards on the following page define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Language as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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LANGUAGE STANDARDS (Four-year-old children)

Conventions of Standard English

1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage *when speaking*.

   a. Use frequently occurring nouns and verbs.

b. Form regular plural nouns by adding /*s/ or /*es/ (e.g., *dog, dogs; wish, wishes*).

c. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

d. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, of, by, with*).

e. Produce and expand complete sentences in shared language activities.

2. With prompting and support, demonstrate awareness of the conventions of standard English.

a. Write first name, capitalizing the first letter.

b. Attempt to write a letter or letters to represent a word.

c. Experiment with written representations of words, using emergent knowledge of sound-letter relationships.

Knowledge of Language

3. No developmentally appropriate standard

Vocabulary Acquisition and Use

4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.

a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).

5. With guidance and support, explore word relationships and word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., *run, walk; fast, slow; soft, hard*).

c. Identify real-life connections between words and their use (e.g., find examples of things that are *smooth*).

d. Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).

6. With prompting and support, use words and phrases acquired through conversations, experiences, shared reading, being read to, and responding to texts.

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Common Core State Standards for Mathematics Overview

The Common Core State Standards (CCSS) for Mathematics were developed in order to help ensure that all students are college and career ready in mathematics no later than the end of high school. The CCSS for Mathematics are organized by standards, clusters, and domains. Standards define what students should understand and be able to do. Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

The standards on the following pages define what four-year-old children should understand and be able to do. The standards are organized according to the CCSS for Mathematics domains.

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Mathematics Standards for Four-year-old Children

COUNTING AND CARDINALITY DOMAIN

Know number names and the count sequence.

1. With prompting and support, recite numbers to 30 in the correct order.

2. With prompting and support, recognize, name, and experiment with writing numerals 0 – 10.

Count to tell the number of objects.

3. With guidance and support, understand the relationship between numerals and quantities.

   a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate preK materials.

   b. Match quantities and numerals 0 – 5.

4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration.

   a. Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate preK materials.

Compare numbers.

5. Use comparative language (e.g., *more than, less than, equal to,* or *same*) to compare objects, using developmentally appropriate preK materials.

OPERATIONS AND ALGEBRAIC THINKING DOMAIN

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate preK materials.

2. With guidance and support, model real-world addition and subtraction problems up through 5 using developmentally appropriate preK materials.

3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate preK materials.

   a. Duplicate and extend simple patterns using concrete objects.

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Mathematics Standards for Four-year-old Children

MEASUREMENT AND DATA DOMAIN

Describe and compare measurable attributes.

1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size using appropriate vocabulary (e.g., *small, big, short, tall, empty, full, heavy, light*).

2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., *bigger, longer, taller, heavier, same weight, same amount*).

   a. Use nonstandard units of measurement.

   b. Explore standard tools of measurement.

Classify objects and count the number of objects in each category.

3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

GEOMETRY DOMAIN

Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. With guidance and support, correctly name shapes.

2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.

3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.

Analyze, compare, create, and compose shapes.

4. With guidance and support, create and represent shapes using developmentally appropriate preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).

5. With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).

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