Mississippi

Early Learning Standards

for Classrooms Serving

Three-year-old Children

English Language Arts and Mathematics

Tom Burnham, Ed.D., State Superintendent of Education

Lynn J. House, Ph.D., Deputy State Superintendent
Office of Instructional Enhancement and Internal Operations

Trecina Green, Associate Superintendent
Office of Instructional Enhancement and Internal Operations

February 2012 Edition

Mississippi Department of Education
Office of Curriculum and Instruction
359 North West Street
P. O. Box 771
Jackson, MS 39205-0771
Phone: (601) 359-2586
Fax: (601) 359-2040
http://www.mde.k12.ms.us

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities:

Director, Office of Human Resources
Mississippi Department of Education
359 North West Street
P. O. Box 771, Suite 203
Jackson, MS 39205-0771
(601) 359-3511

TABLE OF CONTENTS

Acknowledgements iv
Preface v
Common Core State Standards for English Language Arts Overview 6
College and Career Readiness Anchor Standards for Reading 7
Reading Standards for Three-year-old Children 9
Reading Standards for Literature 9
Reading Standards for Informational Text 10
Reading Standards: Foundational Skills 11
College and Career Readiness Anchor Standards for Writing 12
Writing Standards for Three-year-old Children 14
College and Career Readiness Anchor Standards for Speaking and Listening 15
Speaking and Listening Standards for Three-year-old Children 16
College and Career Readiness Anchor Standards for Language 17
Language Standards for Three-year-old Children 18
Common Core State Standards for Mathematics Overview 19
Mathematics Standards for Three-year-old Children 20
Counting and Cardinality Domain 20
Operations and Algebraic Thinking Domain 20
Measurement and Data Domain 21
Geometry Domain 21

ACKNOWLEDGEMENTS

The Mississippi Department of Education greatly appreciates the following educators for their hard work and dedication in developing and reviewing the standards.

TASK FORCE MEMBERS

Lynn Darling, Ph.D.	Mississippi State University
Leigh-Ann Gant	Delta State University
Annjohnette Gibbs	Early Childhood Institute
Kathy Harris	North Jackson Day Care
Wanda Newell, Ph.D.	Alcorn State University
Norma Strickland, Ph.D.	ICS Head Start/Early Head Start
Melissa Tenhet	Mississippi State University

REVIEW COMMITTEE MEMBERS

Nadine Coleman, Ph.D.	Petal School District
JoAnn Kelly	Mississippi State University
Cheryl Mueller	Mississippi State University
Lori Rolison	Little People's Place
Holly Spivey	Head Start Collaborative Office

TASK FORCE RESOURCES

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

- *DRAFT Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children - English Language Arts*
- *DRAFT Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children - 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*

PREFACE

The *Mississippi Early Learning Standards for Classrooms Serving Three-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 Three-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 Three-year-old Children - English Language Arts and Mathematics* are also aligned with the *Mississippi Early Learning Standards for Classrooms Serving Four-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 three-year-olds that promotes engagement, interaction, social emotional skills, and physical development.

<u>Young children learn best when they are actively engaged with relevant, meaningful materials.</u> 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.

<u>Young children learn best through social interaction.</u> 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.

<u>Young children learn best when their emotional needs are met.</u> 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.

<u>Young children learn best when their physical development is supported.</u> 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.

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 Three-year*-old *Children* follow the CCR anchor standards in each strand. Each standard for three-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.

The standards on the following pages define what three-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

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.

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

Key Ideas and Details

1. With guidance 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 guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.

3. With guidance and support, identify common objects in the pictures in a book.

Craft and Structure

4. With guidance and support, exhibit curiosity and interest that print conveys meaning.

   a. Increase vocabulary through conversations with adults and peers.

   b. Identify real world print (e.g., labels in the classroom, signs in the community).

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

6. With guidance and support, identify the terms "author" and "illustrator."

Integration of Knowledge and Ideas

7. With guidance and support, make connections between self and real life experiences as they relate to classroom books.

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

9. With guidance and support, recall a sequence of events in familiar stories.

Range of Reading and Level of Text Complexity

10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., dramatic play, art, writing, math, blocks, science, music, and/or manipulatives).

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

Key Ideas and Details

1. With guidance and support, answer questions related to a variety of print materials.

2. With prompting and support, identify the main topic/idea and express some details through play (e.g., dramatic play, art, writing, math, blocks, science, music, and/or manipulatives).

3. With guidance and support, identify the connections between self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child's life).

Craft and Structure

4. With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).

5. With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.

6. With guidance and support, identify the terms "author" and "illustrator."

Integration of Knowledge and Ideas

7. With guidance and support, make connections between self and real life experiences as they relate to classroom books.

8. No developmentally appropriate standard

9. No developmentally appropriate standard

Range of Reading and Level of Text Complexity

10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, blocks, science, music, manipulatives).

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

Print Concepts

1. With guidance and support, demonstrate basic features of print.

   a. Recognize that spoken words can be written and convey meaning.

   b. Recognize and name some letters in their first name.

   c. Recognize some numbers.

   d. Recognize that print moves from left to right, top to bottom, and page by page.

Phonological Awareness

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

   a. Engage in language/verbal 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. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).

   d. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).

3. With guidance and support, demonstrate emergent phonological awareness skills (e.g., recognize first name in print).

Fluency

4. With guidance and support, display emergent reading behavior through pretend reading and picture reading.

The standards on the following page define what three-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.

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

WRITING STANDARDS (Three-year-old children)

Text Types and Purposes

1. With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.

2. No developmentally appropriate standard

3. No developmentally appropriate standard

Production and Distribution of Writing

4. No developmentally appropriate standard

5. No developmentally appropriate standard

6. With guidance and support, begin to experiment with a wide variety of fine motor materials and to hold age-appropriate writing instruments (e.g., paint brushes, markers, large crayons, large pencils) to develop eye-hand coordination.

Research to Build and Present Knowledge

7. No developmentally appropriate standard

8. No developmentally appropriate standard

9. No developmentally appropriate standard

Range of Writing

10. No developmentally appropriate standard

The standards on the following page define what three-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
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.

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

Comprehension and Collaboration

1. With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one-on-one interactions).

2. With guidance and support, demonstrate understanding of information by asking and answering questions and responding to directions.

3. With guidance 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 guidance and support, describe familiar people, places, things, and events.

5. No developmentally appropriate standard

6. With guidance and support, demonstrate an emergent ability to express thoughts, feelings, and needs clearly.

The standards on the following page define what three-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.

LANGUAGE STANDARDS (Three-year-old children)

Conventions of Standard English

1. With guidance and support, demonstrate age appropriate standard English.

   a. Ask and answer questions.

   b. Use simple prepositions (e.g., *in, out, on, off*).

   c. Uses proper words instead of slang or “motherese” (e.g., “baby talk”).

2. No developmentally appropriate standard

Knowledge of Language

3. No developmentally appropriate standard

Vocabulary Acquisition and Use

4. With guidance and support, demonstrate developing vocabulary with the majority of words spoken being understood by adults and peers.

5. With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

6. With guidance and support, use words and phrases acquired (e.g., conversations, experiences, shared reading, being read to).

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 three-year-old children should understand and be able to do. The standards are organized according to the CCSS for Mathematics domains.

Mathematics Standards for Three-year-old Children

COUNTING AND CARDINALITY DOMAIN

Know number names and the count sequence.

1. With guidance and support, recite numbers to 5 or beyond from memory.

2. With guidance and support, experiment with a combination of written representations (e.g., scribbling or drawing).

Count to tell the number of objects.

3. With guidance and support, experiment with counting concrete objects and actions up to 3.

Compare numbers.

4. With guidance and support, experiment with comparing quantities using concrete manipulatives to determine more, less, and same.

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 the concepts of putting together and taking from using concrete objects.

2. With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping, and patting).

Mathematics Standards for Three-year-old Children

MEASUREMENT AND DATA DOMAIN

Describe and compare measurable attributes.

1. With guidance and support, experiment with measurable attributes of everyday objects such as *big, little, tall, short, full, empty, heavy, light.*

2. With guidance and support, experiment with ordering two objects using attributes of *big, bigger, long, longer, tall, taller, short, shorter.*

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

3. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).

GEOMETRY DOMAIN

Explore, identify, and describe shapes (squares, circles, rectangles).

1. With guidance and support, correctly name circles, squares, and triangles.

2. With guidance and support, recognize circles, squares, and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).

Analyze, compare, create, and compose shapes.

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