Title 7: Education K-12

Part 5

# Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children

## English Language Arts, Mathematics, Social Studies, Science, Approaches to Learning, Social and Emotional Development, Physical Development, and Creative Expression


**Lynn J. House, Ph.D., Interim State Superintendent of Education**

**Kim Benton, Ed.D., Interim Deputy State Superintendent**
**Office of Instructional Enhancement and Internal Operations**

**Trecina Green, Associate Superintendent**
**Office of Instructional Enhancement**

**Nathan Oakley, Bureau Director**
**Office of Curriculum and Instruction**

**Robin Lemonis, Office Director for Literacy, Dyslexia, and Early Childhood**
**Office of Curriculum and Instruction**



**Revised 2013**

**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**
**www.mde.k12.ms.us**

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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

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## ACKNOWLEDGEMENTS

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

## TASK FORCE MEMBERS

| | |
|---|---|
| Carl O'Neal Brown | O'Neal and Associates |
| Anita Buchanan | Tupelo Public Schools |
| Stacy Callendar | Mississippi Department of Education |
| Alice Camp | Northwest Community College |
| Ellen Collins | Supporting Partners to Assure Ready Kids, Mississippi Children's Defense Fund |
| Lynn Darling, Ph.D. | Mississippi State University |
| Limeul Eubanks | Mississippi Department of Education |
| Shelley Ezelle | Mississippi Center for Education Innovation |
| Cathy Gaston, Ph.D. | Head Start/Early Head Start |
| Anjohnette Gibbs | Supporting Partners to Assure Ready Kids, Mississippi Children's Defense Fund |
| Linda Glaze | First Baptist Church Weekday Education |
| Ella Holmes | Jackson Public Schools |
| Ivey C. Ivy | Mississippi University for Women |
| Althea Jerome | Teaching Artist |
| Carol Jones | Mississippi State University |
| Meghan Lasseter | Quitman County Elementary School |
| Jeff Leffler | University of Southern Mississippi |
| Chavanne McDonald | Mississippi Children's Museum |
| Kate McMillin | Mississippi Center for Education Innovation |
| Johnetta Morrison, Ph.D. | Retired Educator |
| Cheryl Mueller | Retired Educator |
| Wanda Newell, Ph.D. | Alcorn State University |
| Julie Cooley Parker | University of Southern Mississippi |
| Shondolyn Richardson | Columbus Public Schools |
| Capucine Robinson, Ph.D. | Madison County Schools |
| Laurie Smith, Ph.D. | Mississippi Building Blocks |
| Holley Spivey | Mississippi Head Start Collaboration Office |
| Norma Strickland, Ph.D. | Institute of Community Services, Head Start |
| Melissa Tenhet | Mississippi State University |
| Alma W. Turner | Retired Educator |
| Penny Wallin | Mississippi State University |
| Monica Wimberly | Jackson Public Schools |

## REVIEW COMMITTEE MEMBERS

| | |
|---|---|
| Carol Bishop | Itawamba Community College |
| Nadine Coleman | Petal School District |
| Louise Davis, Ph.D. | Mississippi State University Extension Service |
| Cathy Grace | Gilmore Foundation |
| Lisa Hudgins | Mississippi Gulf Coast Community College |
| JoAnn Kelley | Mississippi State University |
| Stephanie Landry | Early Childhood Institute |
| Deborah Mazzeo | RMC Research Corporation |
| Debra Meibaum | Southeast Comprehensive Center at SEDL |
| Kaye Sowell | Rankin County School District |

## TASK FORCE RESOURCES

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

- *Mississippi Early Learning Guidelines for Three-Year-Old Children, 2004*
- *Mississippi Early Learning Guidelines for Four-Year-Old Children, 2006*
- *Common Core State Standards for Mathematics(CCSS for Mathematics)*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS for ELA)*
- *Mississippi Early Learning Guidelines for Infants and Toddlers, 2010*
- *Mississippi Curriculum Frameworks for Kindergarten: Physical Health, Visual and Performance Arts, Social Studies, and Science*
- *Early Learning Standards from other states*
- *National Association for the Education of Young Children Program Standards*
- *Head Start Child Development and Early Learning Framework*
- *National Art Standards*
- *Learning Accomplishment Profile, Third Edition*
- *Arts Education Standards and 21st Century Skills*

## PREFACE

The *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children* is organized according to the following areas: English Language Arts (ELA), Mathematics, Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

The English Language Arts and Mathematics Standards were developed to correlate to the *Common Core State Standards (CCSS) for Mathematics* and the *CCSS for English Language Arts (ELA).* The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression and Social Studies Standards were developed based on National Standards for Early Childhood Education.

The early childhood classroom does not limit its focus on cognitive development (literacy, mathematics, science and social studies) but provides children with learning opportunities that address a wide variety of developmental domains to support the needs of the whole child. Education and brain research conducted over the past few decades supports a play-based classroom environment for four-year-olds that promotes engagement and interaction, as well as, social, emotional, and physical development in children. Young children learn best when classroom environments support the following:

<u>Young children learn best when they are actively engaged with relevant, meaningful materials.</u> Early childcare 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> It is essential that young children are given the opportunity to interact with adults and peers in a respectful environment where their feelings and ideas are valued. Social and emotional development has 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 actively engaging socially in play which encourages interaction, negotiation, sharing, and turn-taking.

<u>Young children learn best when their emotional needs are met.</u> Children develop the ability to appropriately express emotions by practicing skills in social contexts. All emotions, either positive or negative, must be acknowledged and respected. Teachers must provide respectful guidance when children struggle with difficult emotions such as anger, frustration, or sadness.

<u>Young children learn best when their physical development is supported.</u> In order to develop fine motor skills, the learning environment for young children must include daily experimentation with a variety of materials, tools, and resources designed to facilitate the development of fine motor ability. Gross motor skill development must also include movement activities, both teacher-directed and child-chosen, within the classroom and must not be limited to outdoor play

activities.

## *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* is 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 (ELA) are divided by Reading, Writing, Speaking and Listening, and Language Strands based on the College and Career Readiness (CCR) Anchor Standards that are identical across all grade levels. The *Mississippi Early Learning Standards for Classrooms Serving Four-year*-old *Children* were developed to correlate to the CCSS and 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.

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**

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

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

**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 (e.g., 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, ability and 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**

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 (developing) 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**

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

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.

**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 prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.

6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.

**Research to Build and Present Knowledge**

7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (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.

## 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 (Four-year-old children)

### Comprehension and Collaboration

1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.

   a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware 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, obtain 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 (developing) ability to express thoughts, feelings, and ideas clearly.

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.

## 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; dish, dishes*).

   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 (developing) 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, rough*).

   d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).

6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

## *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 is 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.

## MATHEMATIC STANDARDS (Four-year-old children)

## COUNTING AND CARDINALITY DOMAIN

**Know number names and the count sequence.**

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

2. With prompting and support, recognize, name, and attempt 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 pre-kindergarten 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 design.

   a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

**Compare numbers.**

5. Use comparative language (e.g., *more than, less than, equal to, same, and different*) to compare objects, using developmentally appropriate pre-kindergarten 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 pre-kindergarten materials.

2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.

   a. Duplicate and extend simple patterns using concrete objects.

## 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 pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).

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

# APPROACHES TO LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, SCIENCE, PHYSICAL DEVELOPMENT, CREATIVE EXPRESSION, AND SOCIAL STUDIES

## OVERVIEW

The standards on the following pages are organized into six content areas: Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

Each content area is organized into domains, anchor standards, and performance standards. The **content area** describes the subject or matter within that field of study and pertains to a specific knowledge base (e.g., science) or group of skills (e.g.,

physical development). The **domains** within each content area represent categories of the particular content area (e.g., earth science as a domain of science). The **anchor standards** within each domain are general standards that represent what children should know or be able to do. The **performance standards** are numbered standards and represent measurable skills that children should be able to master by the end of the school year.

An example of the content organization is provided on the next page.

## EXAMPLE

## CONTENT AREA ORGANIZATION

| | |
|---|---|
| **SCIENCE STANDARDS** | **Content Area** |
| **SCIENTIFIC METHOD AND INQUIRY** | **Domain** |
| **Engage in simple investigations.** | **Anchor Standard** |
| 1. Make observations, make predictions and ask questions about natural occurrences or events. | **Performance Standard** |
| 2. Describe, compare, sort and classify, and order objects. | **Performance Standard** |

## APPROACHES TO LEARNING STANDARDS (Four-year-old children)

## PLAY DOMAIN

**Engage in play.**

1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).
4. Demonstrate active engagement in play.

## CURIOSITY AND INITIATIVE DOMAIN

**Demonstrate curiosity and initiative.**

1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
2. Ask questions to seek new information.
3. Make independent choices.
4. Approach tasks and activities with flexibility, imagination, and inventiveness.

## PERSISTENCE AND ATTENTIVENESS DOMAIN

**Demonstrate persistence and attentiveness.**

1. Follow through to complete a task or activity.
2. Demonstrate the ability to remain engaged in an activity or experience.
3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

## PROBLEM-SOLVING SKILLS DOMAIN

**Demonstrate problem-solving skills.**

1. Identify a problem or ask a question.
2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).
3. Apply prior learning and experiences to build new knowledge.

# SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS (Four-year-old children)

## SOCIAL DEVELOPMENT DOMAIN

**Build and maintain relationships with others.**

1. Interact appropriately with familiar adults.
    a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.
    b. Engage with a variety of familiar adults for a specific purpose.

2. Interact appropriately with other children.

   a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).

   b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).

   c. Ask permission to use items or materials of others.

   d. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).

3. Express empathy and care for others.

   a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).

   b. Offer and accept encouraging and courteous words to demonstrate kindness.

   c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).

**Work productively toward common goals and activities.**

4. Participate successfully as a member of a group.

   a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).

   b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).

   c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).

5. Join ongoing activities in acceptable ways.

   a. Express to others a desire to play (e.g., say, “I want to play.”).

   b. Lead and follow.

   c. Move into group with ease.

6. Resolve conflicts with others.

   a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).

b. With prompting and support, use courteous words and actions (e.g., say, “Please *give me the book.” “I’m sorry I stepped on your mat.”).*

## EMOTIONAL DEVELOPMENT DOMAIN

**Demonstrate awareness of self and capabilities.**

1. Demonstrate trust in self.

   a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can …”, “I will …”, “I did …”).

   b. Identify own emotions (e.g., say, “I feel …”) and express pride in accomplishments (e.g., “I did it!”).

2. Develop personal preferences.

   a. Express independence, interest, and curiosity (e.g., say, “I can …”, “I choose …” I want …”).

   b. Select and complete tasks (e.g., finish a puzzle or drawing).

3. Show flexibility, inventiveness, and interest in solving problems.

   a. Make alternative choices (e.g., move to another area when a center is full).

   b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).

4. Know personal information.

   a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).

   b. Refer to self by first and last name.

   c. Know parents’/guardians’ names.

**Recognize and adapt expressions, behaviors, and actions.**

5. Show impulse control with body and actions.

   a. Control own body in space (e.g., move safely through room without harm to self or others).

   b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).

   c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).

6. Manage emotions.

   a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).

   b. With prompting and support, recognize emotions (e.g., “I am really mad.”).

   c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).

   d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).

7. Follow procedures and routines with teacher support.

   a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).

   b. Use materials with care and safety (e.g., use scissors to cut paper).

   c. Take turns sharing information with others (e.g., interact during group time).

8. Demonstrate flexibility in adapting to different environments.

   a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).

   b. Follow rules (e.g., use outside voice, use inside voice) in different settings.

## SCIENCE STANDARDS (Four-year-old children)

## SCIENTIFIC METHOD AND INQUIRY DOMAIN

**Engage in simple investigations.**

1. Make observations, make predictions, and ask questions about natural occurrences or events.

2. Describe, compare, sort and classify, and order objects.

3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).

4. Explore materials, objects, and events and notice cause and effect.

5. Describe and communicate observations, results, and ideas.

6. Work collaboratively with others.

**Use the five senses to explore and investigate the environment.**

7. Name and identify the body parts associated with the use of each of the five senses.

8. Describe similarities and differences in the environment using the five senses.

## PHYSICAL SCIENCE DOMAIN

**Develop awareness of observable properties of objects and materials.**

1. Manipulate and explore a wide variety of objects and materials.

2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).

3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).

4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).

## LIFE SCIENCE DOMAIN

**Acquire scientific knowledge related to life science.**

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.

2. Describe plant, animal, and human life cycles.

3. Describe the needs of living things.

4. Compare and contrast characteristics of living and nonliving things.

## EARTH SCIENCE DOMAIN

**Apply scientific knowledge related to earth science and space.**

1. Describe daily weather changes and seasonal patterns using weather vocabulary ( e.g., hot, cold, warm, sunny, cloudy).

2. Identify characteristics of the clouds, sun, moon, and stars.

3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).

## TECHNOLOGY DOMAIN

**Identify and explore a variety of technology tools.**

1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.

2. Use technology tools to gather and/or communicate information.

3. With prompting and support, invent and construct simple objects or structures using technology tools.

## PHYSICAL DEVELOPMENT STANDARDS (Four-year-old children)

## GROSS MOTOR SKILLS DOMAIN

**Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.**

1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).

2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).

**Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.**

3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).

4. Use various types of equipment (e.g., playground equipment, tricycles, slides).

5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).

## FINE MOTOR SKILLS DOMAIN

**Demonstrate competency in fine motor skills needed to perform a variety of physical activities.**

1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).

**Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.**

2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).

3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).

**Participate in fine motor activity for self-expression and/or social interaction.**

4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).

5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).

**Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.**

6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).

## SELF-CARE, HEALTH, AND SAFETY SKILLS

**Demonstrate an awareness and practice of safety rules.**

1. With prompting and support, identify safety rules (e.g., classroom, home, community).

2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.

3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

**Demonstrate an emerging (developing) use of standard health practices.**

4. With prompting and support, practice common health routines (e.g., resting, eating

healthy meals, exercising, and using appropriate personal hygiene).

5. With prompting and support, participate in a variety of physical activities.
6. With prompting and support, identify nutritious foods.

## CREATIVE EXPRESSION STANDARDS (Four-year-old children)

### MUSIC DOMAIN

**Participate in music-related activities.**

1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.
2. Sing a variety of short songs.
3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).
4. With prompting and support, identify fast and slow tempos and simple elements of music.
5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.

### DANCE AND MOVEMENT DOMAIN

**Demonstrate understanding through the use of movement.**

1. Create simple movements (e.g., twirl, turn around, skip, shake).
2. Respond rhythmically to different types of music (e.g., fast, slow).

### THEATRE AND DRAMATIC PLAY DOMAIN

**Engage in dramatic play throughout the day in a variety of centers.**

1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.
2. Use available materials as either realistic or symbolic props.
3. Make up new roles from experiences and/or familiar stories.
4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.

## VISUAL ARTS DOMAIN

**Create and respond to visual art.**

1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.
2. Create artwork that reflects an idea, theme, or story.
3. Describe own art work.

## SOCIAL STUDIES STANDARDS (Four-year-old children)

## FAMILY AND COMMUNITY DOMAIN

**Understand self in relation to the family and the community.**

1. Identify self as a member of a family, the learning community, and local community.
2. With prompting and support, identify similarities and differences in people.
3. With prompting and support, describe some family traditions.
4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.

**Understand the concept of individual rights and responsibilities.**

5. With prompting and support, demonstrate responsible behavior related to daily routines.
6. With prompting and support, explain some rules in the home and in the classroom.
   a. Identify some rules for different settings.
   b. Identify appropriate choices to promote positive interactions.
7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
8. With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsibile).
9. With prompting and support, describe a simple sequence of familiar events.

## OUR WORLD DOMAIN

**Understand the importance of people, resources, and the environment.**

1. Treat classroom materials and the belongings of others with care.

2. With prompting and support, identify location and some physical features of familiar places in the environment.

3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).

4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.

5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

## HISTORY AND EVENTS DOMAIN

**Understand events that happened in the past.**

1. With prompting and support, describe a simple series of familiar events.

2. Recognize events that happened in the past.

Source: *Miss. Code Ann.* § 37-3-49

# Mississippi Early Learning Standards for Classrooms Serving Four-Y~~y~~ear-O~~o~~ld Children

## ~~English Language Arts and Mathematics~~

**English Language Arts, Mathematics, Social Studies, Science, Approaches to Learning, Social and Emotional Development, Physical Development, and Creative Expression**


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

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

**Kim Benton, Ed.D., Interim Deputy State Superintendent**
**Office of Instructional Enhancement and Internal Operations**

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

**Nathan Oakley, Bureau Director**
**Office of Curriculum & Instruction**

**Robin Lemonis, Office Director for Literacy, Dyslexia, and Early Childhood**
**Office of Curriculum & Instruction**

**Revised 2013**
**~~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**

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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

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## ACKNOWLEDGEMENTS

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

## TASK FORCE MEMBERS

| | |
|---|---|
| Carl O'Neal Brown | O'Neal and Associates |
| Anita Buchanan | Tupelo Public Schools |
| Stacy Callendar | Mississippi Department of Education |
| Alice Camp | Northwest Community College |
| Ellen Collins | Supporting Partners to Assure Ready Kids, Mississippi Children's Defense Fund |
| Lynn Darling, Ph.D. | Mississippi State University |
| Limeul Eubanks | Mississippi Department of Education |
| Shelley Ezelle | Mississippi Center for Education Innovation |
| Cathy Gaston, Ph.D. | Head Start/Early Head Start |
| Anjohnette Gibbs | Supporting Partners to Assure Ready Kids, Mississippi Children's Defense Fund |
| Linda Glaze | First Baptist Church Weekday Education |
| Ella Holmes | Jackson Public Schools |
| Ivey C. Ivy | Mississippi University for Women |
| Althea Jerome | Teaching Artist |
| Carol Jones | Mississippi State University |
| Meghan Lasseter | Quitman County Elementary School |
| Jeff Leffler | University of Southern Mississippi |
| Chavanne McDonald | Mississippi Children's Museum |
| Kate McMillin | Mississippi Center for Education Innovation |
| Johnetta Morrison, Ph.D. | Retired Educator |
| Cheryl Mueller | Retired Educator |
| Wanda Newell, Ph.D. | Alcorn State University |
| Julie-Colley Parker | University of Southern Mississippi |
| Shondolyn Richardson | Columbus Public Schools |
| Capucine Robinson, Ph.D. | Madison County Schools |
| Laurie Smith, Ph.D. | Mississippi Building Blocks |
| Holley Spivey | Mississippi Head Start Collaboration Office |
| Norma Strickland, Ph.D. | Institute of Community Services, Head Start |
| Melissa Tenhet | Mississippi State University |
| Alma W. Turner | Retired Educator |
| Penny Wallin | Mississippi State University |
| Monica Wimberly | Jackson Public Schools |

## REVIEW COMMITTEE MEMBERS

| | |
|---|---|
| Carol Bishop | Itawamba Community College |
| ~~Carl Brown, Ph.D.~~ | ~~Step Up!~~ |
| ~~Anita Buchanan~~ | ~~Tupelo Public Schools~~ |
| ~~Alice Camp, Ph.D.~~ | ~~Northwest Community College~~ |
| Nadine Coleman | Petal School District |
| Louise Davis, Ph.D. | MSU Extension Service |
| Cathy Grace | Gilmore Foundation |
| ~~Ella Holmes~~ | ~~Jackson Public Schools~~ |
| Lisa Hudgins | Mississippi Gulf Coast Community College |
| JoAnn Kelley | Mississippi State University |
| Stephanie Landry | Early Childhood |
| Deborah Mazzeo | RMC Research Corporation |
| Debra Meibaum | Southeast Comprehensive Center at SEDL |
| Kaye Sowell | Rankin County School District |
| Kim Walker, Ph.D. | University of Southern Mississippi |

## TASK FORCE RESOURCES

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

- *Mississippi Early Learning Guidelines for Three-Year-Old Children, 2004*
- *Mississippi Early Learning Guidelines for Four-Year-Old Children, 2006*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS for ELA)*
- *Common Core State Standards for Mathematics (CCSS for Mathematics)*
- *Mississippi Early Learning Guideline for Infants and Toddlers, 2010*
- *Mississippi Curriculum Frameworks for Kindergarten; Physical Health, Visual and Performance Arts, Social Studies, and Science*
- Early Learning Standards from other states
- *National association for the Education of Young Children Program Standards*
- ~~*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*~~
- ~~*The*~~ *Head Start Child Development and Early Learning Framework*
- *National Art Standards*
- *Learning Accomplishment Profile, Third Edition*
- *Arts Education Standards and 21st Century Skills*

## PREFACE

The *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children* is organized according to the following areas: English Language Arts (ELA), Mathematics, Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

~~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 English Language Arts and Mathematics Standards were developed to correlate to the *Common Core State Standards (CCSS) for Mathematics* and the *CCSS for English Language Arts (ELA).* The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression and Social Studies Standards were developed based on National Standards for Early Childhood Education.

~~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 (iteracy, mathematics, science and social studies) but provides children with learning opportunities that address a wide variety of developmental domains to support the needs of the whole child. Education and brain research conducted over the ~~last~~ past few decades supports a play-based classroom environment for three-year-olds that promotes engagement, interaction, as well as, social emotional skills, and physical development in children. Young children learn best when classroom environments support the following:

**Young children learn best when they are actively engaged with relevant, meaningful materials.** Early child 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**. It is essential that young children are given ~~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 has ~~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 actively engaging socially in play ~~practicing social interaction through play~~ which encourages interaction, negotiation, sharing, and turn-taking.

**Young children learn best when their emotional needs are met**. Children ~~They~~ develop the ability to appropriately 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 such as ~~like~~ anger, frustration, or sadness.

**Young children learn best when their physical development is supported.** In order to develop fine motor skills, the learning environment for young children must include ~~they need~~ daily experimentation with a variety of ~~fine motor~~ materials, tools, and resources designed to facilitate the development of fine motor ability. ~~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 and must not be limited to outdoor play activities

## 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 (ELA) ~~is~~ are divided by Reading, Writing, Speaking and Listening, and Language Strands based on the College and Career Readiness (CCR) Anchor Standards that are identical across all grade levels. The *Mississippi Early Learning Standards for Classrooms Serving Four-year*-old *Children* were developed to correlate to the CCSS and 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.

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**

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

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

## 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 (e.g., 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, and 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**

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**

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

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.

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

**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~~ <u>prompting</u> and support, <u>focus on a topic and draw pictures or</u> ~~respond~~

~~to questions/suggestions and~~ add-details to strengthen an illustration~~s~~ that will clarify responses to questions or suggestions from adults an peers ~~and/or creative writing as needed~~.

6. With prompting and support, ~~explore~~ use 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 and demonstrate understanding of ~~shared research and projects through emergent~~ written representation in collaborative research projects (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**
**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 (Four-year-old children)

### Comprehension and Collaboration

1. With guidance and support, participate in small-group as well s large-group shared ~~collaborative~~ conversations about prekindergarten topics and texts with peers and adults. ~~in small and large groups.~~

   a. Engage in voluntary ~~prosocial~~ conversations (voluntary behaviors intended to benefit others) (e.g., turn-taking, exchanging information, listening attentively, being aware ~~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 (developing) ability to express thoughts, feelings, and ideas clearly.

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.

**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; dish* ~~*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 (developing) 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 rough*).

   d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).

6. With prompting and support, use words and phrases acquired through responses to text or stories, ~~conversations,~~ experiences, conversations, and/or from hearing a story ~~shared reading, being read to, and responding to texts~~.

*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.

## ~~Mathematics Standards~~ MATHEMATIC 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~~ attempt 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~~ pre-kindergarten 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~~ design.

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

**Compare numbers.**

5. Use comparative language (e.g., *more than, less than, equal to, ~~or~~ same, and different*)

to compare objects, using developmentally appropriate ~~preK~~ pre-kindergarten materials.

## OPERATIONS AND ALGEBRAIC THINKING DOMAIN

**Understand addition as putting together and adding to an~~d~~ understand subtraction as taking apart and taking from.**

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

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

3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate ~~preK~~ pre-kindergarten materials.
   a. Duplicate and extend simple patterns using concrete objects.

## 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~~ pre-kindergarten 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).

## APPROACHES TO LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, SCIENCE, PHYSICAL DEVELOPMENT, CREATIVE EXPRESSION, AND SOCIAL STUDIES

### OVERVIEW

The standards on the following pages are organized into six content areas: Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

Each content area is organized into domains, anchor standards, and performance standards. The **content area** describes the subject or matter within that field of study and pertains to a specific knowledge base (e.g., science) or group of skills (e.g., physical development). The **domains** within each content area represent categories of the particular content area (e.g., earth science as a domain of science). The **anchor standards** within each domain are general standards that represent what children should know or be able to do. The **performance standards** are numbered standards and represent measurable skills that children should be able to master by the end of the school year.

An example of the content organization is provided on the next page.

### EXAMPLE

## CONTENT AREA ORGANIZATION

| | |
|---|---|
| **SCIENCE STANDARDS** | **Content Area** |
| **SCIENTIFIC METHOD AND INQUIRY** | **Domain** |
| **Engage in simple investigations.** | **Anchor Standard** |
| 1. Make observations, make predictions and ask questions about natural occurrences or events. | **Performance Standard** |
| 2. Describe, compare, sort and classify, and order objects. | **Performance Standard** |

## APPROACHES TO LEARNING STANDARDS (Four-year-old children)

## PLAY DOMAIN

**Engage in play.**

1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).
4. Demonstrate active engagement in play.

## CURIOSITY AND INITIATIVE DOMAIN

**Demonstrate curiosity and initiative.**

1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
2. Ask questions to seek new information.
3. Make independent choices.
4. Approach tasks and activities with flexibility, imagination, and inventiveness.

## PERSISTENCE AND ATTENTIVENESS DOMAIN

**Demonstrate persistence and attentiveness.**

1. Follow through to complete a task or activity.
2. Demonstrate the ability to remain engaged in an activity or experience.
3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

## PROBLEM-SOLVING SKILLS DOMAIN

**Demonstrate problem-solving skills.**

1. Identify a problem or ask a question.
2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).
3. Apply prior learning and experiences to build new knowledge.

## SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS (Four-year-old children)

## SOCIAL DEVELOPMENT DOMAIN

**Build and maintain relationships with others.**

1. Interact appropriately with familiar adults.
   c. Communicate to seek out help with difficult task, to find comfort, and to obtain security.
   d. Engage with a variety of familiar adults for a specific purpose.

2. Interact appropriately with other children.
   e. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).

   f. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).

   g. Ask permission to use items or materials of others.

   h. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).
3. Express empathy and care for others.
   d. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).

   e. Offer and accept encouraging and courteous words to demonstrate kindness.

   f. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).

**Work productively toward common goals and activities.**

4. Participate successfully as a member of a group.
   d. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).

   e. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).

   f. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).

5. Join ongoing activities in acceptable ways.
   a. Express to others a desire to play (e.g., say, “I want to play.”).

   b. Lead and follow.

   c. Move into group with ease.
6. Resolve conflicts with others.
   c. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).

   d. With prompting and support, use courteous words and actions (e.g., say, “Please *give me the book.” “I’m sorry I stepped on your mat.”).*

**EMOTIONAL DEVELOPMENT DOMAIN**

**Demonstrate awareness of self and capabilities.**

1. Demonstrate trust in self.

   c. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can …”, “I will …”, “I did …”).

   d. Identify own emotions (e.g., say, “I feel …”) and express pride in accomplishments (e.g., “I did it!”).

2. Develop personal preferences.

   c. Express independence, interest, and curiosity (e.g., say, “I can …”, “I choose …” I want …”).

   d. Select and complete tasks (e.g., finish a puzzle or drawing).

3. Show flexibility, inventiveness, and interest in solving problems.

   c. Make alternative choices (e.g., move to another area when a center is full).

   d. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).

4. Know personal information.

   d. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).

   e. Refer to self by first and last name.

   f. Know parents’/guardians’ names.

**Recognize and adapt expressions, behaviors, and actions.**

5. Show impulse control with body and actions.

   d. Control own body in space (e.g., move safely through room without harm to self or others).

   e. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).

   f. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).

6. Manage emotions.

   e. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).

   f. With prompting and support, recognize emotions (e.g., “I am really mad.”).

   g. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).

h. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).

7. Follow procedures and routines with teacher support.

d. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).

e. Use materials with care and safety (e.g., use scissors to cut paper).

f. Take turns sharing information with others (e.g., interact during group time).

8. Demonstrate flexibility in adapting to different environments.

c. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).

d. Follow rules (e.g., use outside voice, use inside voice) in different settings.

## SCIENCE STANDARDS (Four-year-old children)

## SCIENTIFIC METHOD AND INQUIRY DOMAIN

**Engage in simple investigations.**

1. Make observations, make predictions, and ask questions about natural occurrences or events.

2. Describe, compare, sort and classify, and order objects.

3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).

4. Explore materials, objects, and events and notice cause and effect.

5. Describe and communicate observations, results, and ideas.

6. Work collaboratively with others.

**Use the five senses to explore and investigate the environment.**

7. Name and identify the body parts associated with the use of each of the five senses.

8. Describe similarities and differences in the environment using the five senses.

## PHYSICAL SCIENCE DOMAIN

**Develop awareness of observable properties of objects and materials.**

1. Manipulate and explore a wide variety of objects and materials.

2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).

3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).

4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).

## LIFE SCIENCE DOMAIN

**Acquire scientific knowledge related to life science.**

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.

2. Describe plant, animal, and human life cycles.

3. Describe the needs of living things.

4. Compare and contrast characteristics of living and nonliving things.

## EARTH SCIENCE DOMAIN

**Apply scientific knowledge related to earth science and space.**

1. Describe daily weather changes and seasonal patterns using weather vocabulary ( e.g., hot, cold, warm, sunny, cloudy).

2. Identify characteristics of the clouds, sun, moon, and stars.

3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).

## TECHNOLOGY DOMAIN

**Identify and explore a variety of technology tools.**

1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.

2. Use technology tools to gather and/or communicate information.

3. With prompting and support, invent and construct simple objects or structures using technology tools.

## PHYSICAL DEVELOPMENT STANDARDS (Four-year-old children)

### GROSS MOTOR SKILLS DOMAIN

**Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.**

1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).

2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).

**Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.**

3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).
4. Use various types of equipment (e.g., playground equipment, tricycles, slides).
5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).

### FINE MOTOR SKILLS DOMAIN

**Demonstrate competency in fine motor skills needed to perform a variety of physical activities.**

1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).

**Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.**

2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).

3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).

**Participate in fine motor activity for self-expression and/or social interaction.**

4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).

5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).

**Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.**

6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).

## SELF-CARE, HEALTH, AND SAFETY SKILLS

**Demonstrate an awareness and practice of safety rules.**

1. With prompting and support, identify safety rules (e.g., classroom, home, community).

2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.

3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

**Demonstrate an emerging (developing) use of standard health practices.**

4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).
5. With prompting and support, participate in a variety of physical activities.
6. With prompting and support, identify nutritious foods.

## CREATIVE EXPRESSION STANDARDS (Four-year-old children)

## MUSIC DOMAIN

**Participate in music-related activities.**

1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.

2. Sing a variety of short songs.

3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).

4. With prompting and support, identify fast and slow tempos and simple elements of music.

5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.

## DANCE AND MOVEMENT DOMAIN

**Demonstrate understanding through the use of movement.**

1. Create simple movements (e.g., twirl, turn around, skip, shake).
2. Respond rhythmically to different types of music (e.g., fast, slow).

## THEATRE AND DRAMATIC PLAY DOMAIN

**Engage in dramatic play throughout the day in a variety of centers.**

1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.

2. Use available materials as either realistic or symbolic props.

3. Make up new roles from experiences and/or familiar stories.

4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.

## VISUAL ARTS DOMAIN

**Create and respond to visual art.**

1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.

2. Create artwork that reflects an idea, theme, or story.

3. Describe own art work.

## SOCIAL STUDIES STANDARDS (Four-year-old children)

## FAMILY AND COMMUNITY DOMAIN

**Understand self in relation to the family and the community.**

1. Identify self as a member of a family, the learning community, and local community.

2. With prompting and support, identify similarities and differences in people.

3. With prompting and support, describe some family traditions.

4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.

**Understand the concept of individual rights and responsibilities.**

5. With prompting and support, demonstrate responsible behavior related to daily routines.

6. With prompting and support, explain some rules in the home and in the classroom.
   c. Identify some rules for different settings.

   d. Identify appropriate choices to promote positive interactions.
7. With prompting and support, identify some community members (e.g., parents,

teachers, principals/directors, community helpers).

8. With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsibile).

9. With prompting and support, describe a simple sequence of familiar events.

## OUR WORLD DOMAIN

**Understand the importance of people, resources, and the environment.**

1. Treat classroom materials and the belongings of others with care.

2. With prompting and support, identify location and some physical features of familiar places in the environment.

3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).

4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.

5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

## HISTORY AND EVENTS DOMAIN

**Understand events that happened in the past.**

1. With prompting and support, describe a simple series of familiar events.
2. Recognize events that happened in the past.

Source: *Miss. Code Ann.* § 37-3-49