



★Mother Goose Time★

Alignment of the

Experience Early Learning Skills

with

Mississippi Early Learning Standards – 4 year olds (2013)

# The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 36 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs.

The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems:

- Mother Goose Time
- Experience Baby
- Experience Pre-K
- Experience Play

The Developmental Continuum of the Experience Early Learning Skills is included in the appendix.

Visit [http://mothergoosetime.com/all\\_about/research.php](http://mothergoosetime.com/all_about/research.php) to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

## Alignment

This document details the alignment of the Mississippi Early Learning Standards for 4 year olds with the Developmental Continuum of the Experience Early Learning Skills.

## Additional Learning Goals

In addition to the preschool early learning standards for Mississippi 4 year olds, Mother Goose Time also reinforces the following skills:

- 23.2 Uses maps
- Second Language Learning

For questions or comments about this alignment, contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com).

# Reading

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the  
Experience Early Learning Skills

Reading Standards - Literature	
Key Ideas and Details	
<p>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).</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.  <b>13.2.C,D,E Retells, asks and answers questions.</b> Answers, “What...?” questions about stories and books. Recalls the name of the main character. Participates with others in the retelling of a story by pointing to pictures or role-playing with props. Retells portions of the story. As the story is being read, asks and answers simple questions about characters, setting and events.</p>
<p>2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.  <b>13.2.C,E Retells, asks and answers questions.</b> Answers, “What...?” questions about stories and books. Recalls the name of the main character. Participates with others in the retelling of a story by pointing to pictures or role-playing with props. Retells portions of the story. As the story is being read, asks and answers simple questions about characters, setting and events.</p>

<p>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).</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.E,F,G Responds to text.</b> Relates to the characters or events of the story and shares a similar experience or object from own life. With support, compares similarities between two texts. Makes many text-to-text, -self, and -world connections.</p>
<p><b>Craft and Structure</b></p>	
<p>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).</p>	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.D,E,F Builds vocabulary.</b> Seeks additional words for new ways to describe. Asks what unfamiliar words mean. Uses new or technical words learned in conversations or through reading.</p> <p><b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Recognizes common type of text.</p> <p><b>12 Letter/Word Recognition</b>  <b>12.1.C,D Identifies letters and words.</b> Recognizes the difference between pictures, letters and numbers in print. Recognizes some common words in print, such as his/her name, mom, dad or stop.</p>

<p>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).</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Recognizes common type of text (poem, storybook, fact book).</p>
<p>6. With prompting and support, identify the role of the author and illustrator..</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Names author and illustrator.</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>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).</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.E,F,G Responds to text.</b> Relates to the characters or events of the story and shares a similar experience or object from own life. With support, compares similarities between two texts. Makes many text-to-text, -self, and -world connections.  <b>13.2.D Retells, asks and answers questions.</b> Participates with others in the retelling of a story by pointing to pictures or role-playing with props.</p>
<p>8. (Not appropriate for literature as indicated in the CCSS for ELA)</p>	<p>N/A</p>

<p>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).</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.F,G Responds to text.</b> With support, compares similarities between two texts. Makes many text-to-text, -self, and -world connections.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>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).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.C Maintains attention.</b> Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p><b>3 Social Relationships</b>  <b>3.2.C,D Cooperates.</b> Helps or participates in an activity when asked. Plays cooperatively with others.</p>
<p><b>Reading Standards - Informational Text</b></p>	
<p><b>Key Ideas and Details</b></p>	

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).

**Language and Literacy**

**11 Concepts of Print**

**11.1.F Demonstrates print knowledge.** Recognizes common type of text (poem, storybook, fact book).

**13 Reading Comprehension**

**13.1.C Responds to text.** Talks about pictures and ideas in familiar stories.

**13.2.C,D,E Retells, asks and answers questions.** Answers, “What...?” questions about stories and books. Recalls the name of the main character. Participates with others in the retelling of a story by pointing to pictures or role-playing with props. Retells portions of the story. As the story is being read, asks and answers simple questions about characters, setting and events.

<p>2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Recognizes common type of text (poem, storybook, fact book).</p> <p><b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.  <b>13.2.C,E Retells, asks and answers questions.</b> Answers, “What...?” questions about stories and books. Recalls the name of the main character. Participates with others in the retelling of a story by pointing to pictures or role-playing with props. Retells portions of the story. As the story is being read, asks and answers simple questions about characters, setting and events.</p>
<p>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).</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Recognizes common type of text (poem, storybook, fact book).</p> <p><b>13 Reading Comprehension</b>  <b>13.1.E,F,G Responds to text.</b> Relates to the characters or events of the story and shares a similar experience or object from own life. With support, compares similarities between two texts. Makes many text-to-text, -self, and -world connections.</p>
<p>Craft and Structure</p>	



<p>4. Exhibit curiosity and interest about words in a variety of informational texts.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Recognizes common type of text (poem, storybook, fact book).</p> <p><b>9 Vocabulary</b>  <b>9.1.D,E,F Builds vocabulary.</b> Seeks additional words for new ways to describe. Asks what unfamiliar words mean. Uses new or technical words learned in conversations or through reading.</p>
<p>5. With prompting and support, identify the front cover, back cover, and title page of a book.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.C Demonstrates print knowledge.</b> Identifies front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<p>6. With prompting and support, identify the role of the author and illustrator in informational text.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Recognizes common type of text (poem, storybook, fact book). Names author and illustrator.</p>
<p><b>Integration of Knowledge and Ideas</b></p>	

<p>7. With prompting and support, make connections between self and text and/or information and text.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Recognizes common type of text (poem, storybook, fact book).</p> <p><b>13 Reading Comprehension</b>  <b>13.1.E,F,G Responds to text.</b> Relates to the characters or events of the story and shares a similar experience or object from own life. With support, compares similarities between two texts. Makes many text-to-text, -self, and -world connections.</p>
<p>8. With prompting and support, explore the purpose of the informational text as it relates to self.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Recognizes common type of text (poem, storybook, fact book).</p> <p><b>13 Reading Comprehension</b>  <b>13.1.E,G Responds to text.</b> Relates to the characters or events of the story and shares a similar experience or object from own life. Makes many text-to-text, -self, and -world connections.</p>

<p>9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Recognizes common type of text (poem, storybook, fact book).   <b>13 Reading Comprehension</b>  <b>13.1.F,G Responds to text.</b> With support, compares similarities between two texts. Makes many text-to-text, -self, and -world connections.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>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).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.C Maintains attention.</b> Focuses on an engaging activity for a short period of time independently or with an adult.   <b>3 Social Relationships</b>  <b>3.2.C,D Cooperates.</b> Helps or participates in an activity when asked. Plays cooperatively with others</p>
<p><b>Reading - Foundational Skills</b></p>	
<p><b>Print Concepts</b></p>	

<p>1. With prompting and support, demonstrate understanding of conventions of print.</p> <ul style="list-style-type: none"> <li>a. Recognize an association between spoken and written words.</li> <li>b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</li> <li>c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</li> <li>d. Differentiate letters from numbers.</li> <li>e. Recognize words as a unit of print and understand that letters are grouped to form words.</li> <li>f. Understand that print moves from left to right, top to bottom, and page by page.</li> <li>g. Understand that words are separated by spaces in print.</li> </ul>	<p><b><u>Language and Literacy</u></b></p> <p><b>11 Concepts of Print</b></p> <p><b>11.1.B-E Demonstrates print knowledge.</b> Turns pages from front to back of book. Identifies front/back and top/bottom of a book. Indicates where to start reading on each page. Identifies letters, words, spaces and some punctuation. Follows direction of text. Touches a written word on the page for each spoken word. Tracks print from the end of one line to the beginning of the next line.</p> <p><b>12 Letter/Word Recognition</b></p> <p><b>12.1.C-E Identifies letters and words.</b> Recognizes the difference between pictures, letters and numbers in print. Recognizes some common words in print, such as his/her name, mom, dad or stop. Names all upper and lower case letters when presented in random order.</p> <p><b>12.2.E Makes letter-sound connections.</b> Recognizes that letters make up words.</p>
<p><b>Phonological Awareness</b></p>	

<p>2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> <li>a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).</li> <li>b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</li> <li>c. Demonstrate awareness of the relationship between sounds and letters.</li> <li>d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.</li> <li>e. With prompting and support, isolate and pronounce the initial sounds in words.</li> <li>f. Demonstrate an awareness of ending sounds in words.</li> </ul>	<p><b><u>Language and Literacy</u></b></p> <p><b>10 Phonological Awareness</b></p> <p><b>10.1.C-H Hears small units of sound.</b> Shows awareness of separate words in spoken language. Identifies words that have a similar beginning sound. Identifies the beginning and ending sounds of words. Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Identifies and isolates individual sounds hear in one-syllable words. Manipulates, substitutes and deletes sounds in words.</p> <p><b>10.2.C,D Identifies rhyme and alliteration.</b> Suggests a missing rhyming word within a poem or song. Identifies when two words rhyme or don't rhyme.</p>
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Developmental Continuum of the Experience Early Learning Skills

<p>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</p> <p>a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p>b. Recognize own name, environmental print, and some common high-frequency sight words.</p>	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.1.D,E,F Identifies letters and words.</b> Recognizes some common words in print, such as his/her name, mom, dad and stop. When shown a two to three letter word, can find it in print. Reads high frequency sight words.  <b>12.2.E Makes letter-sound connections.</b> Identifies twelve to fifteen letters and their sounds.</p>
<p><b>Fluency</b></p>	
<p>4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).</p>	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.1.B Identifies letters and words.</b> Points at words printed on a page and pretends to read.</p> <p><b>13 Reading Comprehension</b>  <b>13.1.B Responds to text.</b> Points to pictures and repeats words from familiar stories.</p>

## Writing

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the  
Experience Early Learning Skills

Writing	
Text Types and Purposes	
<p>1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.</p> <p>a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.</p> <p>b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.</p> <p>c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.C,D,E Expresses through writing.</b> Scribbles or draws marks as a representation of an object or person. Draws lines, circles or shapes and explains who or what they represent. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
2. No developmentally appropriate standard.	N/A
3. No developmentally appropriate standard.	N/A
Production and Distribution of Writing	

<p>4. No developmentally appropriate standard.</p>	<p>N/A</p>
<p>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.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E,F Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record an event or idea. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>
<p>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.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.C,D,E Develops artistic techniques.</b> Explores a variety of artistic tools and media. Chooses an object or art tool to use with a given medium for a desired effect. Uses artistic tools and media to create intentional designs or images.</p>
<p><b>Research to Build and Present Knowledge</b></p>	



<p>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.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.G Observes and experiments.</b> Experiments or gathers information. Records findings in tables, charts or diagrams.</p>
<p>8. With prompting and support, recall information from experiences to answer questions.</p>	<p><b><u>Social Studies</u></b>  <b>24 History</b>  <b>24.1.D,E Describes past events.</b> Recalls information from the past. Uses language of time to describe familiar sequences of events.</p>
<p>9. No developmentally appropriate standard.</p>	<p>N/A</p>
<p><b>Range of Writing</b></p>	
<p>10. No developmentally appropriate standard.</p>	<p>N/A</p>

## Speaking and Listening

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the  
Experience Early Learning Skills

Speaking and Listening	
<b>Comprehension and Collaboration</b>	
<p>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.</p> <p>a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).</p> <p>b. Engage in extended conversations.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.D-G Communicates ideas.</b> Asks simple questions and stays on topic for two to three exchanges. Tells stories and engages in conversations through multiple exchanges. Explains thoughts about familiar people, places and events. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.</p> <p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.E Builds positive relationships.</b> Initiates play, conversations and interactions with one or more persons.</p>
<p>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.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D,E,F Comprehends spoken language.</b> Listens to a story or request and then responds appropriately. Expands on stories and information shared orally. Asks and answers general questions about information or stories shared orally.</p>

<p>3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.F Comprehends spoken language.</b> Asks and answers general questions about information or stories shared orally.</p> <p><b>9 Vocabulary</b>  <b>9.1.C,E Builds vocabulary.</b> Asks what a specific person or object is called. Asks what unfamiliar words mean.</p> <p><b>13 Reading Comprehension</b>  <b>13.2.E Retells, asks and answers questions.</b> As the story is being read, asks and answers simple questions about characters, setting and events.</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p>4. With prompting and support, describe familiar people, places, things, and events.</p>	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.D Builds vocabulary.</b> Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p><b><u>Social Studies</u></b>  <b>24 History</b>  <b>24.1.C Describes past events.</b> Describes events as they happen.</p>

<p>5. With prompting and support, add drawings or other visual displays to descriptions.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.E Develops artistic techniques.</b> Uses artistic tools and media to create intentional designs or images.</p>
<p>6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.C,F Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Explains thoughts about familiar people, places and events.  <b>8.2.E,F Speaks in sentences.</b> Speaks in simple complete sentences. Speaks audibly.</p> <p><b>9 Vocabulary</b>  <b>9.1.D,E Builds vocabulary.</b> Describes familiar people, places and objects. Seeks additional words for new ways to describe. Includes new and technical words in everyday conversations.</p>

# Language

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the  
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Language	
<b>Conventions of Standard English</b>	
<ol style="list-style-type: none"> <li>1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage <i>when speaking</i>.             <ol style="list-style-type: none"> <li>a. Use frequently occurring nouns and verbs.</li> <li>b. Form regular plural nouns by adding /s/ or /es/ (e.g., <i>dog, dogs; dish, dishes</i>).</li> <li>c. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>d. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>).</li> <li>e. Produce and expand complete sentences in shared language activities.</li> </ol> </li> </ol>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.2.E,F,G Speaks in sentences.</b> Speaks in simple, complete sentences. Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.</p>

<p>2. With prompting and support, demonstrate awareness of the conventions of standard English.</p> <p>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.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.D-G Writes name, words and sentences.</b> Attempts to print or copy familiar symbols and letters, especially those that are in own name. Prints first name. Copies print. Uses inventive spelling. Prints upper and lower case letters appropriately. Prints first and last name with proper capitalization.</p>
<p><b>Knowledge of Language</b></p>	
<p>3. No developmentally appropriate standard</p>	<p>N/A</p>
<p><b>Vocabulary Acquisition and Use</b></p>	
<p>4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.</p> <p>a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).</p>	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.D-G Builds vocabulary.</b> Seeks additional words for new ways to describe. Asks what unfamiliar words mean. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Identifies words whose meanings are similar. Determines the meaning of unknown words from context or from root word.</p>

<p>5. With guidance and support, explore word relationships and word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., <i>run, walk; fast, slow; soft, hard</i>).</p> <p>c. Identify real-life connections between words and their use (e.g., find examples of things that are <i>smooth, rough</i>).</p> <p>d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).</p>	<p><b><u>Language and Literacy</u></b></p> <p><b>9 Vocabulary</b></p> <p><b>9.1.D-H Builds vocabulary.</b> Seeks additional words for new ways to describe. Includes new and technical words in everyday conversations. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Identifies words whose meanings are similar. Determines the meaning of unknown words from context or from root word. Explains the difference between closely related words.</p> <p><b>8 Communication</b></p> <p><b>8.2.G,H Speaks in sentences.</b> Uses verb tense to express past, present and future. Uses common conjugated verbs.</p>
<p>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.</p>	<p><b><u>Language and Literacy</u></b></p> <p><b>9 Vocabulary</b></p> <p><b>9.1.E,F Builds vocabulary.</b> Includes new and technical words in everyday conversations. Uses new or technical words learned in conversations or through reading.</p>

# Mathematics

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the  
Experience Early Learning Skills

<b>Mathematics</b>	
<b>Counting and Cardinality</b>	
<b>Know number names and the count sequence.</b>	
1. With prompting and support, recite numbers 1 to 30 in the correct order.	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.2.E,F Counts to determine quantity.</b> Counts up to twenty objects. Counts to one hundred.</p>
2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.1.E,F Identifies numerals.</b> Identifies numerals to ten. Identifies and writes numerals to twenty.</p>
<b>Count to tell the number of objects.</b>	



<p>3. With guidance and support, understand the relationship between numerals and quantities.</p> <p>a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.</p> <p>b. Match quantities and numerals 0 – 5.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.1.D Identifies numerals.</b> Identifies numerals to five.  <b>15.2.C,D Counts to determine quantity.</b> Points to one object at a time while counting. Counts up to ten objects.  <b>15.3.C,D Understands operations.</b> Creates groups of objects. Adds and removes to group as prompted. Creates and counts groups of up to five objects.</p>
<p>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.</p> <p>a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.1.E Identifies numerals.</b> Identifies numerals to ten.  <b>15.2.C,D Counts to determine quantity.</b> Points to one object at a time while counting. Counts up to ten objects.  <b>15.3.C,D Understands operations.</b> Creates groups of objects. Adds and removes to group as prompted. Creates and counts groups of up to five objects.</p>
<p><b>Compare numbers.</b></p>	

<p>5. Use comparative language (e.g., <i>more than, less than, equal to, same, and different</i>) to compare objects, using developmentally appropriate pre-kindergarten materials.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>19 Measurement</b>  <b>19.2.B,D Compares and seriates.</b> Places objects in a line. Demonstrates an understanding of more, none and one. Orders multiple objects by one feature. Describes order using first, then and last.</p> <p><b>15 Number Concepts</b>  <b>15.1.H Identifies numerals.</b> Compares and orders numerals to one thousand.</p>
<p><b>Operations and Algebraic Thinking</b></p>	
<p><b>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.</b></p>	
<p>1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.3.C,D,E Understands operations.</b> Creates groups of objects. Adds and removes to group as prompted. Creates and counts groups of up to five objects. Remove objects from the group as prompted and recounts. Solves addition and subtraction problems within ten.</p>

<p>2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.3.C,D,E Understands operations.</b> Creates groups of objects. Adds and removes to group as prompted. Creates and counts groups of up to five objects. Remove objects from the group as prompted and recounts.</p>
<p>3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.</p> <p>a. Duplicate and extend simple patterns using concrete objects.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.1.C,D,E Identifies and creates patterns.</b> Copies patterns with two steps, such as red-blue, red-blue. Creates and extends two-step patterns. Creates and extends three- and four-step patterns.</p>
<p><b>Measurement and Data</b></p>	
<p><b>Describe and compare measurable attributes.</b></p>	

<p>1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., <i>small, big, short, tall, empty, full, heavy, light</i>).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>19 Measurement</b>  <b>19.1.B Estimates and measures.</b> Explores size and weight of objects.</p> <p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.1.D Identifies properties of matter.</b> Describes basic physical properties of objects and materials in immediate environment.</p>
<p>2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger, longer, taller, heavier, same weight, same amount</i>).</p> <p>a. Use nonstandard units of measurement.  b. Explore standard tools of measurement.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>19 Measurement</b>  <b>19.1.D,F Estimates and measures.</b> Uses nonstandard measurement tools to estimate approximate size or volume. Makes logical estimates and uses measurement tools to check estimation.  <b>19.2.C Compares and seriates.</b> Compares and orders two to three objects according to size, length, hue or weight.</p>
<p><b>Classify objects and count the number of objects in each category.</b></p>	

<p>3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.C,D,E Matches, sorts and charts.</b> Sorts objects by one features, such as size or color. After sorting objects by one feature, sorts again by a different feature. Sorts objects by more than one feature and explains why.</p> <p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.1.D,E Identifies properties of matter.</b> Describes basic physical properties of objects and materials in immediate environment. With support, sorts objects by physical characteristics.</p>
<p><b>Geometry</b></p>	
<p><b>Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p>	
<p>1. With guidance and support, correctly name shapes.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.C,D Identifies shapes.</b> Identifies a few basic shapes. Identifies four to six basic geometric shapes.</p>

<p>2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.F Identifies shapes.</b> Describes objects in the environment as two- and three-dimensional shapes.</p> <p><b>17 Spatial Awareness</b>  <b>17.1.F Flips and rotates objects.</b> Identifies two- and three-dimensional shapes and symbols regardless of orientation.</p>
<p>3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.E,F Identifies shapes.</b> Describes basic and complex two- and three-dimensional shapes using own words. Describes objects in the environment as two- and three-dimensional shapes.</p> <p><b>17 Spatial Awareness</b>  <b>17.1.G Flips and rotates objects.</b> Matches two-dimensional shapes to corresponding three-dimensional shapes.</p>
<p><b>Analyze, compare, create, and compose shapes.</b></p>	

<p>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).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.G,H Identifies shapes.</b> Describes and draws defining features of shapes. Identifies and draws complex shapes.  <b>16.2.C-F Manipulates parts and wholes.</b> Puts together two to three pieces to create a whole object. Uses a guide to put together six to twelve pieces to make a whole object. Creates a whole object from many pieces without using a guide. Creates complex shapes by putting together other shapes.</p>
<p>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).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.F Identifies shapes.</b> Describes objects in the environment as two- and three-dimensional shapes.  <b>16.2.C-F Manipulates parts and wholes.</b> Puts together two to three pieces to create a whole object. Uses a guide to put together six to twelve pieces to make a whole object. Creates a whole object from many pieces without using a guide. Creates complex shapes by putting together other shapes.</p>

## Science

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the  
Experience Early Learning Skills

Science	
Scientific Method and Inquiry	
<b>Engage in simple investigations.</b>	
1. Make observations, make predictions and ask questions about natural occurrences or events.	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C-F Inquires and predicts.</b> Identifies personal interests and seeks more information. When given a question, guesses a possible answer or outcome. Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Predicts multiple outcomes to a question or situation and explains personal reasoning.</p>



<p>2. Describe, compare, sort and classify, and order objects.</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.1.D,E Identifies properties of matter.</b> Describes basic physical properties of objects and materials in immediate environment. With support, sorts objects by physical characteristics.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.C,D,E Matches, sorts and charts.</b> Sorts objects by one features, such as size or color. After sorting objects by one feature, sorts again by a different feature. Sorts objects by more than one feature and explains why.</p>
<p>3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).</p>	<p><b><u>Science</u></b>  <b>29 Technology</b>  <b>29.1.E,F Explores technology.</b> Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>

<p>4. Explore materials, objects, and events and notice cause and effect.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C-F Observes and experiments.</b> Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people. Explores scientific phenomenon and records observations by drawing. Gathers information or experiments to prove/disprove a hypothesis.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.B Solves problems.</b> Experiments with cause and effect.</p>
<p>5. Describe and communicate observations, results, and ideas.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.3.C,E Evaluates and infers.</b> Shares discoveries with others. Describes and compares observations of scientific phenomenon.</p>
<p>6. Work collaboratively with others.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.G,H Cooperates.</b> Fulfills personal roles and responsibilities when working in a group. Works collaboratively and flexibly within a group.</p>
<p><b>Use the five senses to explore and investigate the environment.</b></p>	

<p>7. Name and identify the body parts associated with the use of each of the five senses.</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.2.C,D Practices good hygiene.</b> Names body parts. Describes the function of basic body parts.</p>
<p>8. Describe similarities and differences in the environment using the five senses.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C,D,E Observes and experiments.</b> Uses senses to explore the environment. Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people.  <b>25.3.E Evaluates and infers.</b> Describes and compares observations of scientific phenomenon.</p> <p><b>27 Physical Science</b>  <b>27.1.B,D Identifies properties of matter.</b> Reacts to change in texture, smell, sound or sight. Describes basic physical properties of objects and materials in immediate environment.</p>
<p>Physical Science</p>	
<p><b>Develop awareness of observable properties of objects and materials.</b></p>	

<p>1. Manipulate and explore a wide variety of objects and materials.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C Observes and experiments.</b> Investigates an object or group of objects in multiple ways.</p> <p><b>27 Physical Science</b>  <b>27.1.D,E Identifies properties of matter.</b> Describes basic physical properties of objects and materials in immediate environment. Manipulates matter and observes any physical changes that may occur.</p>
<p>2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.1.D,E Identifies properties of matter.</b> Describes basic physical properties of objects and materials in immediate environment.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.C,D,E Matches, sorts and charts.</b> Sorts objects by one features, such as size or color. After sorting objects by one feature, sorts again by a different feature. Sorts objects by more than one feature and explains why.</p>

<p>3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.2.D Explores forces and motions.</b> Explains how common vehicles, animals and people move.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>17 Spatial Awareness</b>  <b>17.2.C,D,E Determines object location.</b> When prompted, finds or places objects next to, between, in front of or behind self. When prompted, finds or places objects next to, in front of or behind objects not related to self. Explains the location of an object in relation to another object or person.</p>
<p>4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.2.C,D,E Explores forces and motions.</b> Explores motion by moving, rolling, blowing on or dropping a toy. Explains how common vehicles, animals and people move. Experiments with and explains invisible forces (ramps, magnets, etc.).</p>
<p>Life Science</p>	
<p><b>Acquire scientific knowledge related to life science.</b></p>	

<p>1. Name, describe, and distinguish plants, animals, and people by observable characteristics.</p>	<p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.2.B,E,F Classifies organisms.</b> Identifies and names familiar people, characters and animals. Sorts organisms as living or non-living and explains why. Describes the features of living things and group them by similar features.</p>
<p>2. Describe plant, animal, and human life cycles.</p>	<p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.1.E,F,G Identifies basic needs.</b> Recognizes that all living things have similar basic needs. Describes how living things attain what they need to survive. Describes how an organism’s features and surroundings help it survive.</p> <p><b>28 Earth Science</b>  <b>28.2.D,F,G Explores ecosystems.</b> Describes what familiar animals eat and where they live. Describes how living things interact within a particular environment. Explains why organisms within a familiar ecosystem are interdependent.</p>
<p>3. Describe the needs of living things.</p>	<p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.1.E,F,G Identifies basic needs.</b> Recognizes that all living things have similar basic needs. Distinguishes between needs and wants. Describes how living things attain what they need to survive. Describes how an organism’s features and surroundings help it survive.</p>

<p>4. Compare and contrast characteristics of living and nonliving things.</p>	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.2.D,E,F Classifies organisms.</b> Identifies if an object can grow, eat or move. Sorts organisms as living or non-living and explains why. Describes the features of living things and group them by similar features.</p>
<p>Earth Science</p>	
<p><b>Apply scientific knowledge related to earth science and space.</b></p>	
<p>1. Describe daily weather changes and seasonal patterns using weather vocabulary ( e.g., hot, cold, warm, sunny, cloudy).</p>	<p><b>Science</b>  <b>28 Earth Science</b>  <b>28.1.D,E,F Identifies weather and climate.</b> Identifies climate and weather in immediate environment. Explains how wether and climate changes may affect personal life. Identifies current season. Explains that different places have different kinds of weather and climates.</p>
<p>2. Identify characteristics of the clouds, sun, moon, and stars.</p>	<p><b>Science</b>  <b>28 Earth Science</b>  <b>28.1.G Identifies weather and climates.</b> Explains the basic properties of the sun, moon and Earth. Describes the role of the sun on weather and day/night patterns.</p>

<p>3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.2.B,C,E Explores ecosystems.</b> Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Identifies familiar animals, plants or rocks in immediate environment. Describes a habitat and its characteristics.</p> <p><b>27 Physical Science</b>  <b>27.1.D,E Identifies properties of matter.</b> Describes basic physical properties of objects and materials in immediate environment. With support, sorts objects by physical characteristics.</p>
<p>Technology</p>	
<p><b>Identify and explore a variety of technology tools.</b></p>	
<p>1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.</p>	<p><b><u>Science</u></b>  <b>29 Technology</b>  <b>29.1.E,F,G Explores technology.</b> Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.</p>



<p>2. Use technology tools to gather and/or communicate information.</p>	<p><b><u>Science</u></b>  <b>29 Technology</b>  <b>29.1.E,F,G Explores technology.</b> Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.</p>
<p>3. With prompting and support, invent and construct simple objects or structures using technology tools.</p>	<p><b><u>Science</u></b>  <b>29 Technology</b>  <b>29.1.E,F,G Explores technology.</b> Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.</p>

# Social Studies

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the Experience Early Learning Skills

Social Studies	
<b>Family and Community</b>	
<b>Understand self in relation to the family and the community.</b>	
1. Identify self as a member of a family, the learning community, and local community.	<p><b><u>Social Studies</u></b></p> <p><b>21 Families and Communities</b></p> <p><b>21.1.D,E,F Identifies community and family roles.</b> Describes family members and their relationship to self. Identifies roles of self and others and describes the job each may do. Compares roles, rules and responsibilities between different groups.</p> <p><b>21.2.D,E Explores cultures and traditions.</b> Describes the routines, familiar stories traditions, foods and celebrations of own family and community. Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures.</p>

<p>2. With prompting and support, identify similarities and differences in people.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.E,F Identifies community and family roles.</b> Identifies roles of self and others and describes the job each may do. Compares roles, rules and responsibilities between different groups.  <b>21.2.E,F Explores cultures and traditions.</b> Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people.  <b>21.3.C,E,F Respects diversity.</b> Identifies physical similarities and differences between self and others. Asks questions about how others live, eat, play and believe. Explains how individuals, families and cultures differ.</p>
<p>3. With prompting and support, describe some family traditions.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.2.D,E Explores cultures and traditions.</b> Describes the routines, familiar stories traditions, foods and celebrations of own family and community. Explains the meaning and importance of own traditions and customs.</p>

<p>4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.2.E,F,G Explores cultures and traditions.</b> Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people. Compares diverse cultures and traditions.  <b>21.3.E,F Respects diversity.</b> Asks questions about how others live, eat, play and believe. Explains how individuals, families and cultures differ.</p>
<p><b>Understand the concept of individual rights and responsibilities.</b></p>	
<p>5. With prompting and support, demonstrate responsible behavior related to daily routines.</p>	<p><b><u>Social Studies</u></b>  <b>22 Civics and Economics</b>  <b>22.1.D Understands citizenship.</b> Follows familiar rules and helps make group decisions.</p> <p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.C Follows rules and routines.</b> With prompting, follows rules and routines.</p>

<p>6. With prompting and support, explain some rules in the home and in the classroom.</p> <p>a. Identify some rules for different settings.</p> <p>b. Identify appropriate choices to promote positive interactions.</p>	<p><b><u>Social Studies</u></b>  <b>22 Civics and Economics</b>  <b>22.1.D,E Understands citizenship.</b> Follows familiar rules and helps make group decisions. Applies familiar rules and suggests new rules in a variety of situations.</p> <p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.C,G Follows rules and routines.</b> With prompting, follows rules and routines. Explains why rules and regulations are important and what might happen if they are not followed.</p>
<p>7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.E,F Identifies community and family roles.</b> Identifies roles of self and others and describes the job each may do. Compares roles, rules and responsibilities between different groups.</p>

<p>8. With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).</p>	<p><b><u>Social and Emotional Development</u></b></p> <p><b>1 Self Concept</b></p> <p><b>1.1.G Expresses preferences.</b> Predicts how self and others might feel in a variety of situations.</p> <p><b>1.2.G Takes responsibility.</b> Shows respect for others’ personal space and belongings.</p> <p><b>1.3.B,C,D Identifies and manages feelings.</b> Shows a range of emotions with facial expressions and gestures. Experiments and role-plays with a range of emotions. Recognizes personal feelings.</p> <p><b>3 Social Relationships</b></p> <p><b>3.3.C-G Cares for and responds to others.</b> Demonstrates concern for someone who is sad or upset. Explains a reason why someone may be happy or sad. Tries to comfort and assure familiar children and adults. Identifies feelings of others and responds accordingly. Shows empathy.</p>
<p>9. With prompting and support, describe a simple sequence of familiar events.</p>	<p><b><u>Social Studies</u></b></p> <p><b>24 History</b></p> <p><b>24.1.D,E Describes past events.</b> Recalls information from the past. Uses language of time to describe familiar sequences of events.</p>
<p><b>Our World</b></p>	
<p><b>Understand the importance of people, resources, and the environment.</b></p>	

<p>1. Treat classroom materials and the belongings of others with care.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.F,G Takes responsibility.</b> Takes care of own needs and personal belongings. Shows respect for others’ personal space and belongings.</p>
<p>2. With prompting and support, identify location and some physical features of familiar places in the environment.</p>	<p><b><u>Social Studies</u></b>  <b>23 Geography</b>  <b>23.1.C,D,E Identifies types of places.</b> Identifies a variety of familiar places, such as the store, car, home or Grandma’s. Identifies different types of water bodies, streets, buildings and landmarks in own community. Explains the purpose for different types of structures, such as bridges and buildings.</p>
<p>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).</p>	<p><b><u>Social Studies</u></b>  <b>22 Civics and Economics</b>  <b>22.2.E,F,G Understands concepts of trade.</b> Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services. Describes ways one might use money, goods or services.</p>
<p>4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.</p>	<p><b><u>Science</u></b>  <b>29 Technology</b>  <b>29.1.D,E,F Explores technology.</b> Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>

<p>5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.2.F,G,H Explores ecosystems.</b> Describes personal role in taking care of the environment. Explains how people benefit from or endanger their surrounding ecosystem. Defines strategies for preserving a variety of ecosystems.</p>
<p><b>History and Events</b></p>	
<p><b>Understand events that happened in the past.</b></p>	
<p>1. With prompting and support, describe a simple series of familiar events.</p>	<p><b><u>Social Studies</u></b>  <b>24 History</b>  <b>24.1.D,E,F Describes past events.</b> Recalls information from the past. Uses language of time to describe familiar sequences of events. Retell historical, fictional or past events or stories.</p>
<p>2. Recognize events that happened in the past.</p>	<p><b><u>Social Studies</u></b>  <b>24 History</b>  <b>24.1.D,E,F Describes past events.</b> Recalls information from the past. Uses language of time to describe familiar sequences of events. Retell historical, fictional or past events or stories.</p>



## Approaches to Learning

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the  
Experience Early Learning Skills

Approaches to Learning	
Play	
<b>Engages in Play</b>	
1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.D,E Builds positive relationships.</b> Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.  <b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share.</p>

<p>2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).</p>	<p><b><u>Social and Emotional Development</u></b></p> <p><b>1 Self Concept</b></p> <p><b>1.1.D,E,F Expresses preferences.</b> When given two to three options, chooses his/her most desired option. Describes preferences of self and others. Negotiates to attain personal preference in a situation.</p> <p><b>3 Social Relationships</b></p> <p><b>3.1.D,E Builds positive relationships.</b> Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.</p>
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3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).

**Creative Development**

**33 Drama**

**33.1.C,D Participates in dramatic play.** Uses words, actions and props to pretend. Plays a role in group dramatic play.

**33.2.D,E Uses and creates props.** Uses any object as a replacement for a realistic prop or real object. Uses a combination of real and imaginary props or characters to play out a scene.

**30 Music**

**30.2.E Expresses through music.** Uses voice or instruments to express feelings or to mimic sound effects.

**31 Dance and Movement**

**31.2.E,F Expresses through dance and movement.** Creates movements based on own ideas. Expresses ideas, feelings and stories through creative movement.

<p>4. Demonstrate active engagement in play.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.D,E,F Expresses preferences.</b> When given two to three options, chooses his/her most desired option. Describes preferences of self and others. Negotiates to attain personal preference in a situation.  <b>1.2.C,D Takes responsibility.</b> Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it.</p> <p><b>2 Self Direction</b>  <b>2.2.C Maintains attention.</b> Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>Curiosity and Initiative</p>	
<p><b>Demonstrate curiosity and initiative.</b></p>	
<p>1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.E Builds positive relationships.</b> Initiates play, conversations and interactions with one or more persons.</p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires and predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p>

<p>2. Ask questions to seek new information.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires and predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p>
<p>3. Make independent choices.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C,D,E Expresses preference.</b> Expresses likes and dislikes. When given two to three options, chooses his/her most desired option. Describes preferences of self and others.</p>
<p>4. Approach tasks and activities with flexibility, imagination, and inventiveness.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.3.C,F Transitions and adapts.</b> Redirects to a new activity with help from caregivers. Transitions from one activity to then next and helps others through the transition.</p> <p><b>3 Social Relationships</b>  <b>3.2.H Cooperates.</b> Works collaboratively and flexibly within a group.</p>
<p>Persistence and Attentiveness</p>	
<p><b>Demonstrate persistence and attentiveness.</b></p>	

<p>1. Follow through to complete a task or activity.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.D,E Takes responsibility.</b> Initiates and activity and seeks help to complete it. Independently completes a familiar activity and offers to help others with a similar activity.</p> <p><b>2 Self Direction</b>  <b>2.2.D Maintains attention.</b> Practices or repeats an activity many times until successful.</p>
<p>2. Demonstrate the ability to remain engaged in an activity or experience.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.D,E Maintains attention.</b> Practices or repeats an activity many times until successful. Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p>
<p>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).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.C,D Takes responsibility.</b> Asserts a desire to start or end an activity. Asks for help. Initiates and activity and seeks help to complete it.</p>
<p>Problem-Solving Skills</p>	
<p><b>Demonstrate problem-solving skills.</b></p>	

<p>1. Identify a problem or ask a question.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C Solves problems.</b> Recognizes a problem and asks for help.</p>
<p>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).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.D Solves problems.</b> Tries out many possible solutions to a problem.</p>
<p>3. Apply prior learning and experiences to build new knowledge.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.E Solves problems.</b> Uses previous knowledge to determine which solution to try first when solving a problem.</p>

## Creative Expression

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the  
Experience Early Learning Skills

Creative Expression	
Music	
<b>Participate in music-related activities.</b>	
1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.D,E Develops rhythm and tone.</b> Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Repeats simple rhythm patterns.  <b>30.2.D,E Expresses through music.</b> Uses voice, common objects or instruments to create music. Uses voice or instruments to express feelings or to mimic sound effects.</p>
2. Sing a variety of short songs.	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.E Develops rhythm and tone.</b> Sings along to familiar songs.</p>



<p>3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.B Develops rhythm and tone.</b> Responds to changes in sound, rhythm, volume or melody.  <b>30.2.C,G Expresses through music.</b> Expresses likes and dislikes of familiar songs. Interprets and compares many types of music.</p>
<p>4. With prompting and support, identify fast and slow tempos and simple elements of music.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.D,E,G Develops rhythm and tone.</b> Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Recognizes strong/weak beats.</p>
<p>5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.2.G Expresses through music.</b> Interprets and compares many types of music.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.2.E Explores cultures and traditions.</b> Begins to learn about other cultures.</p>
<p>Dance and Movement</p>	
<p><b>Demonstrate understanding through the use of movement.</b></p>	

<p>1. Create simple movements (e.g., twirl, turn around, skip, shake).</p>	<p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.1.D Develops dance and movement techniques.</b> Describes and demonstrates multiple ways to move body parts.  <b>31.2.E Expresses through dance and movement.</b> Creates movements based on own ideas.</p>
<p>2. Respond rhythmically to different types of music (e.g., fast, slow).</p>	<p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.2.C,D,E Expresses through dance and movement.</b> Moves in own way to music and rhythm. Demonstrates different levels of energy in dance (gentle, big, exaggerated). Demonstrates the difference between spontaneous and planned movement.</p>
<p>Theatre and Dramatic Play</p>	
<p><b>Engage in dramatic play throughout the day in a variety of centers.</b></p>	

<p>1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.B,C,D Participates in dramatic play.</b> Mimics observed behaviors and words. Uses words, actions and props to pretend. Plays a role in group dramatic play.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D Identifies community and family roles.</b> Identifies and role-plays familiar community helpers.</p>
<p>2. Use available materials as either realistic or symbolic props.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.2.D,E Uses and creates props.</b> Uses any object as a replacement for a realistic prop or real object. Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>3. Make up new roles from experiences and/or familiar stories.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.D,E Participates in dramatic play.</b> Plays a role in group dramatic play. Assigns roles and plays out unscripted scenes in dramatic play.  <b>33.2.F Uses and creates props.</b> Creates a setting, characters and events to tell a story.</p>

<p>4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.B,C,D Participates in dramatic play.</b> Mimics observed behaviors and words. Uses words, actions and props to pretend.</p> <p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.1.B Hears small units of sound.</b> Imitates sounds and tones.</p>
<p>Visual Arts</p>	
<p><b>Create and respond to visual art.</b></p>	
<p>1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.C,D,E Develops artistic techniques.</b> Explores a variety of artistic tools and media. Chooses an object or art tool to use with a given medium for a desired effect. Uses artistic tools and media to create intentional designs or images.</p>
<p>2. Create artwork that reflects an idea, theme, or story.</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.2.F,G Expresses through visual arts.</b> Creates art to represent an idea or object. Explains how it was made. Creates art to express ideas, thoughts and feelings.</p>

<p>3. Describe own art work.</p>	<p><b><u>Creative Development</u></b> <b>32 Visual Arts</b> <b>32.2.F,G,H Expresses through visual arts.</b> Creates art to represent an idea or object. Explains how it was made. Creates art to express ideas, thoughts and feelings. Creates art and explains why and how he/she chose specific materials and techniques.</p>
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## Social and Emotional Development

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the  
Experience Early Learning Skills

Social and Emotional Development	
Social Development	
<b>Build and maintain relationships with others.</b>	
<p>1. Interact appropriately with familiar adults.</p> <p>a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.</p> <p>b. Engage with a variety of familiar adults for a specific purpose.</p>	<p><b><u>Social and Emotional Development</u></b></p> <p><b>1 Self Concept</b></p> <p><b>1.2.C,D Takes responsibility.</b> Asks for help. Initiates and activity and seeks help to complete it.</p> <p><b>3 Social Relationships</b></p> <p><b>3.1.B,C Builds positive relationships.</b> Greets and stays near familiar people. Plays side-by-side with a new or familiar person.</p> <p><b>3.2.D Cooperates.</b> Asks adult to help solve social problems.</p>

<p>2. Interact appropriately with other children.</p> <ul style="list-style-type: none"> <li>a. Engage in positive interactions and communications with classmates(e.g.,greet peers, use names of classmates, share materials).</li> <li>b. Develop relationships and share a friendship with one or two peers (e.g.,offer assistance and materials to others).</li> <li>c. Ask permission to use items or materials of others.</li> <li>d. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).</li> </ul>	<p><b><u>Social and Emotional Development</u></b></p> <p><b>1 Self Concept</b></p> <p><b>1.2.G Takes responsibility.</b> Shows respect for others’ personal space and belongings.</p> <p><b>3 Social Relationships</b></p> <p><b>3.1.E,F Builds positive relationships.</b> Initiates play, conversations and interactions with one or more persons. Begins to describe friendships and other meaningful relationships.</p> <p><b>3.2.D,E Cooperates.</b> Plays cooperatively with others and begins to share. Asks adult to help solve social problems. Seeks opportunities to help others. Tries to solve own social problems.</p> <p><b><u>Social Studies</u></b></p> <p><b>22 Civics and Economics</b></p> <p><b>22.1.G Understands citizenship.</b> Identifies individual rights.</p>
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<p>3. Express empathy and care for others.</p> <ul style="list-style-type: none"> <li>a. Show affection and concern in appropriate ways(e.g.,pat a child on the arm; give a soft hug to an upset peer).</li> <li>b. Offer and accept encouraging and courteous words to demonstrate kindness.</li> <li>c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).</li> </ul>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.3.C-F Cares for and responds to others.</b> Demonstrates concern for someone who is sad or upset. Explains why someone may be happy or sad. Tries to comfort and assure familiar children or adults. Identifies feelings of others and responds accordingly.</p>
<p><b>Work productively toward common goals and activities.</b></p>	



<p>4. Participate successfully as a member of a group.</p> <ul style="list-style-type: none"> <li>a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</li> <li>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).</li> <li>c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).</li> </ul>	<p><b><u>Social and Emotional Development</u></b></p> <p><b>3 Social Relationships</b></p> <p><b>3.1.E Builds positive relationships.</b> Initiates play, conversations and interactions with one or more persons.</p> <p><b>3.2.D,E,G,H Cooperates.</b> Plays cooperatively with others and begins to share. Tries to solve own social problems. Fulfills personal roles and responsibilities when working in a group. Works collaboratively and flexibly within a group.</p> <p><b><u>Language and Literacy</u></b></p> <p><b>8 Communication</b></p> <p><b>8.1.D-G Communicates ideas.</b> Asks simple questions and stays on topic for two to three exchanges. Tells stories and engages in conversations through multiple exchanges. Explains thoughts about familiar people, places and events. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.</p>
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<p>5. Join ongoing activities in acceptable ways.</p> <ul style="list-style-type: none"> <li>a. Express to others a desire to play (e.g., say, “I want to play.”).</li> <li>b. Lead and follow.</li> <li>c. Move into group with ease.</li> </ul>	<p><b><u>Social and Emotional Development</u></b></p> <p><b>2 Self Direction</b></p> <p><b>2.3.C Transitions and adapts.</b> Redirects to a new activity with help from caregivers.</p> <p><b>1 Self Concept</b></p> <p><b>1.1.C,F Expresses preferences.</b> Expresses likes and dislikes. Negotiates to attain personal preference in a situation.</p> <p><b>1.2.C,E Takes responsibility.</b> Asserts a desire to start or end an activity. Independently completes a familiar activity then offers to help others with a similar activity.</p> <p><b>3 Social Relationships</b></p> <p><b>3.1.D Builds positive relationships.</b> Joins a group and participates in group play.</p>
<p>6. Resolve conflicts with others.</p> <ul style="list-style-type: none"> <li>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.”).</li> <li>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.”).</li> </ul>	<p><b><u>Social and Emotional Development</u></b></p> <p><b>3 Social Relationships</b></p> <p><b>3.2.D,E,F Cooperates.</b> Plays cooperatively with others and begins to share. Tries to solve own social problems. Suggests solutions to group problems or challenges.</p> <p><b>1 Self Concept</b></p> <p><b>1.2.G Takes responsibility.</b> Shows respect for others’ personal space and belongings.</p>
<p>Emotional Development</p>	

<b>Demonstrate awareness of self and capabilities.</b>	
<p>1. Demonstrate trust in self.</p> <p>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 ...”).</p> <p>b. Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.D,E,F Identifies and manages feelings.</b> Recognizes personal feelings. Names some personal feelings. Identifies and explains personal feelings.</p> <p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.H Communicates ideas.</b> Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating.</p>
<p>2. Develop personal preferences.</p> <p>a. Express independence, interest, and curiosity (e.g., say, “I can...”, “I choose...” “I want ...”).</p> <p>b. Select and complete tasks (e.g., finish a puzzle or drawing).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C-F Expresses preferences.</b> Expresses likes and dislikes. When given two to three options, chooses his/her most desired option. Describes preference of self and others. Negotiates to attain personal preference in a situation.  <b>1.2.C,D Takes responsibility.</b> Asserts a desire to start or end an activity. Initiates and activity and seeks help to complete it.</p>

<p>3. Show flexibility, inventiveness, and interest in solving problems.</p> <ul style="list-style-type: none"> <li>a. Make alternative choices (e.g., move to another area when a center is full).</li> <li>b. Persist and problem solve when working on a task(e.g.,work on a puzzle; rebuild a tower of blocks that has fallen).</li> </ul>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.D,E,F Maintains attention.</b> Practices or repeats an activity many times until successful. Sustains focus for at least five to ten minutes, persisting even if there are problems or distractions.  <b>2.3.F Transitions and adapts.</b> Transitions from one activity to the next and helps others through the transition.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C,D,E Solves problems.</b> Recognizes a problem and asks for help. Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>4. Know personal information.</p> <ul style="list-style-type: none"> <li>a. Describe self using several basic characteristics (e.g.,gender,age,hair color, eye color).</li> <li>b. Refer to self by first and last name.</li> <li>c. Know parents’/guardians’ names.</li> </ul>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.C Identifies community and family roles.</b> Identifies familiar people and pets.  <b>21.3.C Respects diversity.</b> Identifies physical similarities and differences between self and others.</p> <p><b>23 Geography</b>  <b>23.1.C Identifies types of places.</b> Identifies a variety of familiar places, such as the store, car, home or Grandma’s house.</p>
<p><b>Recognize and adapt expressions, behaviors, and actions.</b></p>	

<p>5. Show impulse control with body and actions.</p> <ul style="list-style-type: none"> <li>a. Control own body in space (e.g., move safely through room without harm to self or others).</li> <li>b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).</li> <li>c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).</li> </ul>	<p><b><u>Social and Emotional Development</u></b></p> <p><b>1 Self Concept</b>  <b>1.3.D,E Identifies and manages feelings.</b> Recognizes personal feelings. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior.</p> <p><b>2 Self Direction</b>  <b>2.1.C,D Follows rules and routines.</b> With prompting, follows rules and routines. Follows rules and routines and expresses feelings about fairness.  <b>2.3.F Transitions and adapts.</b> Transitions from one activity to the next and helps others through the transition.</p> <p><b><u>Physical Development</u></b></p> <p><b>6 Health and Safety</b>  <b>6.3.C Demonstrates safe practices.</b> Follows simple safety rules.</p>
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<p>6. Manage emotions.</p> <ul style="list-style-type: none"> <li>a. With prompting and support, progress from being upset to being calm(e.g., breathe deeply to regain self-control).</li> <li>b. With prompting and support, recognize emotions (e.g., “I am really mad.”).</li> <li>c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).</li> <li>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.”).</li> </ul>	<p><b><u>Social and Emotional Development</u></b></p> <p><b>1 Self Concept</b></p> <p><b>1.3.C-H Identifies and manages feelings.</b> Recognizes personal feelings. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior. Identifies and explains personal feelings. Describes appropriate responses. Anticipates an emotional response that may result from a given situation. Applies strategies for managing own emotions and behaviors.</p>
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<p>7. Follow procedures and routines with teacher support.</p> <ul style="list-style-type: none"> <li>a. Follow one-step and/or two-step directions(e.g.,move appropriately when transitions are announced).</li> <li>b. Use materials with care and safety (e.g.,use scissors to cut paper).</li> <li>c. Take turns sharing information with others (e.g., interact during group time).</li> </ul>	<p><b><u>Social and Emotional Development</u></b></p> <p><b>2 Self Direction</b></p> <p><b>2.1.C Follows rules and routines.</b> With prompting, follows rules and routines.</p> <p><b>3 Social Relationships</b></p> <p><b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share.</p> <p><b><u>Language and Literacy</u></b></p> <p><b>7 Listening Comprehension</b></p> <p><b>7.2.C Follows verbal directions.</b> Follows related two-step directions given verbally.</p> <p><b><u>Physical Development</u></b></p> <p><b>6 Health and Safety</b></p> <p><b>6.3.C Demonstrates safe practices.</b> Follows simple safety rules.</p>
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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.

**Social and Emotional Development**

**2 Self Direction**

**2.1.D Follows rules and routines.**

**2.3.C Transitions and adapts.** Redirects to a new activity with help from caregivers. Transitions from one activity to the next and helps others through the transition.

**Social Studies**

**22 Civics and Economics**

**22.1.D,E Understands citizenship.** Follows familiar rules and helps make group decisions. Applies familiar rules and suggests new rules in a variety of situations.



# Physical Development

Mississippi Early Learning Standards - 4 year olds

Developmental Continuum of the Experience Early Learning Skills

Physical Development	
Gross Motor Skills	
<b>Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.</b>	
1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	<p><b><u>Physical Development</u></b></p> <p><b>4 Gross Motor</b></p> <p><b>4.1 Builds strength and balance.</b></p> <p><b>4.2 Coordinates large movements.</b></p> <p><b>6 Health and Safety</b></p> <p><b>6.2.C,D Practices good hygiene.</b> Names body parts. Describes the function of basic body parts.</p>

<p>2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1.B-G Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, gallops, slides, leaps.  <b>4.2.C-G Coordinates large movements.</b> Throws, catches, kicks, coordinate, changes direction, strikes, stops at a boundary.</p>
<p><b>Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.</b></p>	
<p>3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1.B-G Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, gallops, slides, leaps.</p>
<p>4. Use various types of equipment (e.g., playground equipment, tricycles, slides).</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1.B-G Builds strength and balance.</b> Walks, climbs, runs, balances on a beam, hops, skips, gallops, slides, leaps, balances on a variety of objects.  <b>4.2.C-G Coordinates large movements.</b> Throws, catches, kicks, coordinate, changes direction, strikes, stops at a boundary.</p>

<p>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).</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1.B-G Builds strength and balance.</b> Walks, climbs, runs, balances on a beam, hops, skips, gallops, slides, leaps, balances on a variety of objects.  <b>4.2.C-G Coordinates large movements.</b> Throws, catches, kicks, coordinate, changes direction, strikes, stops at a boundary.</p>
<p>Fine Motor Skills</p>	
<p><b>Demonstrate competency in fine motor skills needed to perform a variety of physical activities.</b></p>	
<p>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).</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.1.B-G Controls small movements.</b> Manipulates objects with a purpose, such as feeding self with a spoon. Opens, closes, twists, pulls, snips, strings, buttons, zips, buckles, laces, ties, dresses self, threads, stacks.  <b>5.2 Uses drawing/writing tools.</b> Purposefully grasps and releases objects.</p>

<p><b>Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.</b></p>	
<p>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).</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.1.B-G Controls small movements.</b> Manipulates objects with a purpose, such as feeding self with a spoon. Opens, closes, twists, pulls, snips, strings, buttons, zips, buckles, laces, ties, dresses self, threads, stacks.</p>
<p>3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.1.B-G Controls small movements.</b> Manipulates objects with a purpose, such as feeding self with a spoon. Opens, closes, twists, pulls, snips, strings, buttons, zips, buckles, laces, ties, dresses self, threads, stacks.</p>
<p><b>Participate in fine motor activity for self-expression and/or social interaction.</b></p>	

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

**Physical Development**

**5 Fine Motor**

**5.1.B-G Controls small movements.** Manipulates objects with a purpose, such as feeding self with a spoon. Opens, closes, twists, pulls, snips, strings, buttons, zips, buckles, laces, ties, dresses self, threads, stacks.

**5.2 Uses drawing/writing tools.**

**Creative Development**

**32 Visual Arts**

**32.1.B,C Develops artistic techniques.** Uses hands and feet to explore a variety of media. Explores a variety of artistic tools and media.

**30 Music**

**30.2.C,D Expresses through music.** Explores sounds by shaking, pounding and tapping various instruments. Uses voice, common objects, or instruments to create music.

**33 Drama**

**33.1.C Participates in dramatic play.** Uses words, actions and props to pretend.

<p>5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.1.B-G Controls small movements.</b> Manipulates objects with a purpose, such as feeding self with a spoon. Opens, closes, twists, pulls, snips, strings, buttons, zips, buckles, laces, ties, dresses self, threads, stacks.  <b>5.2 Uses drawing/writing tools.</b></p> <p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.B,C Develops artistic techniques.</b> Uses hands and feet to explore a variety of media. Explores a variety of artistic tools and media.</p> <p><b>30 Music</b>  <b>30.2.C,D Expresses through music.</b> Explores sounds by shaking, pounding and tapping various instruments. Uses voice, common objects, or instruments to create music.</p> <p><b>33 Drama</b>  <b>33.1.C Participates in dramatic play.</b> Uses words, actions and props to pretend.</p>
<p><b>Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.</b></p>	

<p>6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.2.C Practices good hygiene.</b> With help, participates in healthy habits and healthcare routines.</p> <p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.1.D Identifies basic needs.</b> Meets most personal needs independently.</p>
<p><b>Self-Care, Health and Safety Skills</b></p>	
<p><b>Demonstrate an awareness and practice of safety rules.</b></p>	
<p>1. With prompting and support, identify safety rules (e.g., classroom, home, community).</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.3.C-F Demonstrates safe practices.</b> Follows simple safety rule. Identifies dangerous situations and seeks out help. Describes reasons for safety rules and reminds others to follow them. Applies general safety rules to a variety of everyday situations with little prompting.</p>
<p>2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.3.C-F Demonstrates safe practices.</b> Follows simple safety rule. Identifies dangerous situations and seeks out help. Describes reasons for safety rules and reminds others to follow them. Applies general safety rules to a variety of everyday situations with little prompting.</p>

<p>3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.3.C-F Demonstrates safe practices.</b> Follows simple safety rule. Identifies dangerous situations and seeks out help. Describes reasons for safety rules and reminds others to follow them. Applies general safety rules to a variety of everyday situations with little prompting.</p>
<p><b>Demonstrate an emerging (developing) use of standard health practices.</b></p>	
<p>4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.1.D,E,F Makes healthy food and exercise choices.</b> Follows a routine of rest and active play. Chooses between two appropriate food options or rest options. Regulates personal needs for nutrition, activity and rest with few reminders.  <b>6.2.C,D,E Practices good hygiene.</b> With help, participates in healthy habits and healthcare routines. Regulates toileting and hand-washing needs. Explains how germs spread and simple strategies for preventing the spread.</p>
<p>5. With prompting and support, participate in a variety of physical activities.</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.1.D,F Makes healthy food and exercise choices.</b> Follows a routine of rest and active play. Regulates personal needs for nutrition, activity and rest with few reminders.</p>



6. With prompting and support, identify nutritious foods.

**Physical Development**

**6 Health and Safety**

**6.1.E,F,G Makes healthy food and exercise choices.** Identifies food groups and sorts food. Chooses between two appropriate food options or rest options. Identifies food that is nutritious. Explains the importance of nutrition, exercise and rest in maintaining wellness.



# Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.

		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Social and Emotional Development	1 Self Concept	1.1 Expresses preference	Responds to name and explores self in mirror.	Repeats actions to obtain similar preferred results.	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Describes preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
		1.2 Takes responsibility	Responds as caregiver takes care of his/her needs.	Participates in daily routines or familiar activities.	Asserts a desire to start or end an activity. Asks for help.	Initiates an activity and seeks help to complete it.	Independently completes a familiar activity and offers to help others with a similar activity.	Takes care of own needs and personal belongings.	Shows respect for others' personal space and belongings.	Takes care of self or another while considering the needs of the greater group.
		1.3 Identifies and manages feelings	Calms with support from caretaker.	Shows a range of emotions with facial expressions and gestures. Soothes self.	Experiments and role-plays with a range of emotions.	Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
	2 Self Direction	2.1 Follows rules and routines	Reacts to tone of voice and expression.	Cooperates during familiar routines and redirection.	With prompting, follows rules and routines.	Follows rules and routines. Expresses feelings about fairness.	Follows rules and routines. Expresses feelings about fairness.	Participates in setting, defining and following rules.	Explains why rules and regulations are important and what might happen if they are not followed.	Follows explicit and implied rules in various situations with few reminders.
		2.2 Maintains attention	Focuses for a short time when others interact with him/her.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult.	Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least ten minutes even if there are distractions.	Sustains focus for at least thirty minutes even if there are distractions.	Sustains focus for forty-five minutes even if there are distractions.
		2.3 Transitions and adapts	Reacts to changes in routine.	Responds to cues that signal a change in the daily routine.	Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.	Recognizes when the typical routine is not followed and identifies the change.	With support, negotiates ways to handle non-routine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm oneself in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
	3 Social Relationships	3.1 Builds positive relationships	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationships such as those with family, with friends and with teachers.
		3.2 Cooperates	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks out opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfills personal roles and responsibilities when working in a group.	Works collaboratively and flexibly within a group.
		3.3 Cares for and responds to others	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.	Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include or help another person.
Physical Development	4 Gross Motor	4.1 Builds strength and balance	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side to side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengthen muscles and increase endurance.
		4.2 Coordinates large movements	Kicks or grabs from a seated or laying position.	Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.	Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex movements in continuous play.
	5 Fine Motor	5.1 Controls small movements	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.	Snips with scissors. Strings large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stocks small objects.	Beads, grasps and stacks objects of all sizes with speed and accuracy.
		5.2 Uses drawing/writing tools	Picks up small objects with thumb and pointer finger (pincher grasp).	Purposefully grasps and releases objects. Makes random marks with writing tools.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control.	Uses a mature tripod grip with drawing/writing tools.	Consistently uses mature tripod grip with drawing/writing tools.	Legibly prints letters, numbers, and symbols.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings.
	6 Health and Safety	6.1 Makes healthy food and exercise choices	Cries when hungry or tired.	Communicates when hungry, thirsty, or tired.	Anticipates the need to eat, rest and drink.	Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.	Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.	Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.	Explains the importance of nutrition, exercise and rest in maintaining wellness.	Explains how feeling well is related to proper nutrition, exercise and rest.
		6.2 Practices good hygiene	Receives appropriate healthcare from caregivers.	Recognizes the difference between dirty and clean. Points to body parts when prompted.	With help, participates in healthy habits and healthcare routines. Names body parts.	Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain.	Explains how germs spread and simple strategies for preventing the spread.	When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions.	Describes the functions of basic organs. Maintains personal hygiene with few reminders.	Describes how to deal with health concerns of self and others.
		6.3 Demonstrates safe practices	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Identifies dangerous situations and seeks out help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations. Describes how to get help and behave during them.	Takes appropriate initiative in dangerous and emergency situations.	

Individual children develop at a unique pace.

		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Language and Literacy	7 Listening Comprehension	7.1 Comprehends spoken language	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	When prompted, identifies familiar people or objects.	Responds to simple statements and questions.	Listens to a story or request and then responds appropriately.	Expands on stories and information shared orally.	Asks and answers general questions about information or stories shared orally.	Asks or answers specific questions about key details from information or stories shared orally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.
		7.2 Follows verbal directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.
	8 Communication	8.1 Communicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to communicate.	Communicates needs, desires and ideas using simple sentences.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.
		8.2 Speaks in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases.	Speaks in sentences but does not always follow grammatical rules.	Speaks in simple complete sentences. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
	9 Vocabulary	9.1 Builds vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places and objects. Asks what a specific person or object are called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
	10 Phonological Awareness	10.1 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
		10.2 Identifies rhyme and alliteration	Hears rhyming songs and games.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme or don't rhyme.	Suggests a series of rhyming words when given a word.	Explains which sound of given word is the rime and which sound is the onset.	Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates syllables in words, including prefixes and suffixes.
	11 Concepts of Print	11.1 Demonstrates print knowledge	Looks or points to pictures and opens/closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
	12 Letter/Word Recognition	12.1 Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print; such as their his/her name, mom, dad or stop.	Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print.	Reads high frequency sight words.	Reads and decodes root words with inflectional endings (e.g. ed, ing, s).	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
		12.2 Makes letter-sound connections	Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/her name.	Identifies six to seven letters and their sounds.	Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.
	13 Reading Comprehension	13.1 Responds to text	Interacts by reaching or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, -self and world connections. Compares similarities and differences between two texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
		13.2 Retells, asks and answers questions	Holds book and looks intently at each page.	Answers "Where is...?" questions by pointing.	Answers "What...?" questions about stories and books. Recalls the name of the main character.	Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.	Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story.
	14 Emergent Writing	14.1 Writes name, words and sentences	Grips a writing utensil and uses it with help.	Makes continuous marks with writing tools.	Writes letter-like forms and creates his/her own symbols.	Attempts to print or copy familiar symbols and letters, especially those that are in own name.	Prints first name. Copies print. Uses inventive spelling.	Prints first and last name. Prints upper and lower case letters appropriately.	Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling.
		14.2 Expresses through writing	Explores writing materials.	Makes marks or handprints on paper.	Scribbles or draws marks as a representation of an object or person.	Draws lines, circles or shapes and explains who or what they represent.	Uses a combination of drawing, dictating and writing to express and record an event or idea.	Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

Skill	Goal	Pre-production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency	
Second Language Acquisition	34 Approach to Second Language Acquisition	34.1 Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
		34.2 Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meanings of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
	35 Comprehension of Second Language	35.1 Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words and phrases in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, jokes and lengthy discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
	36 Communication in Second Language	36.1 Uses target language to communicate	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.

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		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
123 Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value to the hundreds place.	Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd.
		15.2 Counts to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.
		15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., $7=3+4$ , $7=5+2$ ).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	16 Shapes	16.1 Identifies shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
		16.2 Manipulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	Puts together two to three pieces to create a whole object.	Uses a guide to put together six to twelve pieces to make a whole object.	Creates a whole object from many pieces without using a guide.	Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	Separates a shape into halves, thirds and fourths.
	17 Spatial Awareness	17.1 Flips and rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are upside down and turns them right-side up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have been slid, turned or flipped and describes the translation.
		17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	When prompted, finds or places objects next to, between, in front of or behind self.	When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures on object using a variety of measurement standards.
		19.2 Compares and seriates	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.
	20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.
Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
	22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.
		22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people work together in trade to get what they need and want.
	23 Geography	23.1 Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of own community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
	24 History	24.1 Describes past events	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

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Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Science	25 Scientific Reasoning	25.1 Inquires and predicts	Looks for a person or toy that has moved out of sight.	Asks one- to two-word questions.	Identifies personal interests and seeks more information.	When given a question, guesses a possible answer or outcome.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Inquires about a scientific phenomenon and explains which prediction seems most probable.	Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge.
		25.2 Observes and experiments	Explores cause and effect.	Uses senses to explore environment.	Investigates an object or group of objects in multiple ways.	Observes and describes actions or changes that occur to familiar objects and people.	Explores scientific phenomenon and records observations by drawing.	Gathers information or experiments to prove/disprove a hypothesis.	Experiments or gathers information. Records findings in tables, charts or diagrams.	Conducts an experiment multiple times. Records observations and makes personal notes.
		25.3 Evaluates and infers	Reacts to changes.	Recognizes objects, actions, sounds or people associated with a common use or routine.	Shares discoveries with others.	Uses past knowledge to explain observed changes.	Describes and compares observations of scientific phenomenon.	Uses information and observations to verify a prediction.	Uses prior knowledge and gathered information to make simple inferences.	Evaluates gathered information to explain a scientific phenomenon.
	26 Life Science	26.1 Identifies basic needs	Responds when physical needs are not met.	Participates in taking care of some personal needs, such as feeding self.	Describes basic personal needs.	Meets most personal needs independently. Demonstrates an understanding that all people have needs.	Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Describes how living things attain what they need to survive.	Describes how an organism's features and surroundings help it survive.	Describes threats and challenges that living things must overcome to survive.
		26.2 Classifies organisms	Recognizes self as being separate from others.	Identifies and names familiar people, characters and animals.	Groups living things by common characteristics.	Identifies if an object can grow, eat or move.	Sorts organisms as living or non-living and explains why.	Describes the features of living things and groups them by similar features.	Explains the purpose of specific features for various groups of organisms.	Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.
	27 Physical Science	27.1 Identifies properties of matter	Uses senses to explore objects in immediate environment.	Reacts to changes in texture, smell, sound or sight.	With support, sorts objects by physical characteristics.	Describes basic physical properties of objects and materials in the immediate environment.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gaseous. Identifies matter changes states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.
		27.2 Explains forces and motions	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement.	Experiments with and explains invisible forces (ramps, magnets, etc.).	Experiments and compares the movement of various objects on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.
	28 Earth Science	28.1 Identifies weather and climates	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather in the immediate environment.	Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	Explains that different places have different kinds of weather and climates.	Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.	Describes how the Sun and movements of the Earth affect climate.
		28.2 Explores ecosystems	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where they live.	Describes a habitat and its characteristics.	Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.	Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.	Explores a variety of ecosystems and characteristics. Defines strategies for preserving a variety of ecosystems.
29 Technology	29.1 Explores technology	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.	
Creative Development	30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.
		30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
	31 Dance and Movement	31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body purposefully. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.
		31.2 Expresses through dance and movement	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements).	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.
	32 Visual Arts	32.1 Develops artistic techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Explores a variety of artistic tools and media.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.
		32.2 Expresses through visual arts	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Uses materials to create shapes and symbols.	Makes choices throughout the artistic process.	Plans and seeks out materials to make a creation.	Creates arts to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how s/he chose specific materials and techniques.
33 Drama	33.1 Participates in dramatic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.	
	33.2 Uses and creates props	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses any object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details.	Plans a story and creates costumes, settings or props to create a mood or environment.	

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