MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children

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

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TASK FORCE RESOURCES

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

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

PREFACE

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

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

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

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

<u>Young children learn best through social interaction.</u> It is essential that young children are given the opportunity to interact with adults and peers in a respectful environment where their feelings and ideas are valued. Social and emotional development has been shown to have a direct impact on academic achievement and must be included in the early childhood classroom curriculum in purposeful ways. Children learn how to function within society by actively engaging socially in play which encourages interaction, negotiation, sharing, and turn-taking.

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

<u>Young children learn best when their physical development is supported.</u> In order to develop fine motor skills, the learning environment for young children must include daily experimentation with a variety of materials, tools, and resources designed to

facilitate the development of fine motor ability. Gross motor skill development must also include movement activities, both teacher-directed and child-chosen, within the classroom and must not be limited to outdoor play activities.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS
OVERVIEW

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

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

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

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

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

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

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

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

Key Ideas and Details

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

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

3. With guidance and support, identify common objects in the pictures of books.
Craft and Structure

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

   a. Increase vocabulary through conversations with adults and peers.

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

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

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

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

8. No developmentally appropriate standard.

9. No developmentally appropriate standard.

Range of Reading and Level of Text Complexity

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

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

Print Concepts

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

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

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

    c. Recognize some numbers.

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

Phonological Awareness

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

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

    b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery

    rhymes, imitation, poetry, and conversation).

    c. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).

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

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

Fluency

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

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

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

Text Types and Purposes

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

WRITING STANDARDS (Three-year-old children)

Text Types and Purposes

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

2. No developmentally appropriate standard.

3. No developmentally appropriate standard.

Production and Distribution of Writing

4. No developmentally appropriate standard.

5. No developmentally appropriate standard.

6. With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.

Research to Build and Present Knowledge

7. No developmentally appropriate standard.

8. No developmentally appropriate standard.

9. No developmentally appropriate standard.

Range of Writing

10. No developmentally appropriate standard.

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

**COMMON CORE STATE STANDARDS
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR
SPEAKING AND LISTENING**

Comprehension and Collaboration

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

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

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

Presentation of Knowledge and Ideas

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

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

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

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

Comprehension and Collaboration

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

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

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

Presentation of Knowledge and Ideas

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

5. No developmentally appropriate standard.

6. With guidance and support, demonstrate an emergent (developing) ability to

express thoughts, feelings, and needs clearly.

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

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

Conventions of Standard English

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

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

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

LANGUAGE STANDARDS (Three-year-old children)

Conventions of Standard English

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

   a. Ask and answer questions.

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

   c. Use proper words instead of slang or baby talk.

2. No developmentally appropriate standard.

Knowledge of Language

3. No developmentally appropriate standard.

Vocabulary Acquisition and Use

4. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.

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

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

Common Core State Standards for Mathematics
Overview

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

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

Mathematics Standards for Three-year-old Children

COUNTING AND CARDINALITY DOMAIN

Know number names and the count sequence.

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

2. With guidance and support, attempt to write a combination of written representations (e.g., scribbling or drawing).

Count to tell the number of objects.

3. With guidance and support, attempt to count concrete objects and actions up to 3.

Compare numbers.

4. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different.

OPERATIONS AND ALGEBRAIC THINKING DOMAIN

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

1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.

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

MEASUREMENT AND DATA DOMAIN

Describe and compare measurable attributes.

1. With guidance and support, experiment with measurable attributes of everyday objects (e.g., *big, little, tall, short, full, empty, heavy, light).*

2. With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., *big, bigger, long, longer, tall, taller, short, shorter).*

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

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

GEOMETRY DOMAIN

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

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

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

Analyze, compare, create, and compose shapes.

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

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

OVERVIEW

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

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

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

EXAMPLE

SCIENCE STANDARDS	**Content area**
SCIENTIFIC METHOD AND INQUIRY	**Domain**
Engage in simple investigations.	**Anchor Standard**
1. With guidance and support, identify materials by texture. (e.g., smooth/rough, soft/hard)	**Performance Standard**
2. With guidance and support, ask questions, compare, sort, classify, and order objects.	**Performance Standard**

APPROACHES TO LEARNING STANDARDS (Three-year-old children)

PLAY DOMAIN

Engage in play.

1. With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.

2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).

3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms.

4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).

CURIOSITY AND INITIATIVE DOMAIN

Demonstrate curiosity and initiative.

1. Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.

2. Begin to ask questions to seek new information.

3. Demonstrate an increasing ability to make independent choices.

4. With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.

PERSISTENCE AND ATTENTIVENESS DOMAIN

Demonstrate persistence and attentiveness.

1. With guidance and support, follow through to complete a task or activity.

2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience.

3. With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

PROBLEM-SOLVING SKILLS DOMAIN

Demonstrate problem-solving skills.

1. Identify a problem or ask a question.

2. Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question   (e.g., work with others, use a variety of materials, use trial and error).

3. With guidance and support apply prior learning and experiences to build new knowledge.

SOCIAL AND EMOTIONAL DEVELOPMENT STANDARD (Three-year-old children)

SOCIAL DEVELOPMENT DOMAIN

Build and maintain relationships with others.

1. Interact appropriately with familiar adults.

   a. With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.

   b. With guidance and support, engage with a variety of familiar adults.

2. Interact appropriately with other children.

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

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

   c. With guidance and support, ask permission to use materials belonging to someone else.

   d. Acknowledge needs and rights of others (e.g., "It's your turn on the swing.").

3. Express empathy and care for others.

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

   b. Begin to offer and accept encouraging and courteous words to demonstrate kindness.

   c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.").

Work productively toward common goals and activities.

4. Participate successfully as a member of a group.

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

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

c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).

5. Join ongoing activities in acceptable ways.

a. Begin to express to others a desire to play (e.g., "I want to play.").

b. With guidance and support, lead and follow.

c. With guidance and support, move into group with ease.

6. Resolve conflicts with others.

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

b. With guidance and support, use courteous words and actions (e.g., "Please give me the book." "I'm sorry I stepped on your mat.").

EMOTIONAL DEVELOPMENT DOMAIN

Demonstrate awareness of self and capabilities.

1. Demonstrate trust in self.

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

b. Begin to identify own emotions (e.g., say, "I feel …") and express pride in accomplishments (e.g., "I did it!").

2. Develop personal preferences.

a. Begin to express independence, interest, and curiosity (e.g., say, "I can …", "I choose …" I want …").

b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).

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

a. With guidance and support, make alternative choices (e.g., move to another area when a center is full).

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

4. Know personal information.

a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).

b. Begin to refer to self by first name.

c. With guidance and support, know parents'/guardians' names.

Recognize and adapt expressions, behaviors, and actions.

5. Show impulse control with body and actions.

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

   b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).

   c. With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).

6. Manage emotions.

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

   b. With guidance and support, recognize emotions (e.g., "I am really mad.").

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

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

7. Follow procedures and routines with teacher support.

   a. Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).

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

   c. Begin to take turns and to share information with others (e.g., interact during group time).

8. Demonstrate flexibility in adapting to different environments.

   a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).

   b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.

SCIENCE STANDARDS (Three-year-old children)

SCIENTIFIC METHOD AND INQUIRY DOMAIN

Engage in simple investigations.

1. With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).

2. With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects.

3. With guidance and support, use a variety of simple tools to make investigations.

4. With guidance and support, work collaboratively with others.

Use the five senses to explore and investigate the environment.

5. With guidance and support, identify the body parts associated with the use of each of the five senses.

PHYSICAL SCIENCE DOMAIN

Develop awareness of observable properties of objects and materials.

1. Begin to manipulate and explore a wide variety of objects and materials.

2. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).

3. With guidance and support, identify position and movement of people and objects (e.g.,
   over, under, in, out, sink, float).

LIFE SCIENCE DOMAIN

Develop an awareness of living things.

1. With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).

2. With guidance and support, describe individual characteristics of self, other living things and people.

EARTH SCIENCE DOMAIN

Develop an awareness of earth science and space.

1. With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).

2. Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).

3. With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).

TECHNOLOGY DOMAIN

Identify and explore a variety of technology tools.

1. With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).

PHYSICAL DEVELOPMENT STANDARDS (Three-year-old children)

GROSS MOTOR SKILLS DOMAIN

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

1. Identify body parts (e.g., knee, foot, arm).

2. With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).

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

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

4. With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).

5. Begin to 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).

Participate in physical activity for self-expression and/or social interaction.

6. With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.

FINE MOTOR DOMAIN

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

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

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

2. With guidance and support, demonstrate emerging (developing) 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).

3. With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).

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

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

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

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

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

SELF-CARE, HEALTH, AND SAFETY SKILLS DOMAIN

Demonstrate an awareness and practice of safety rules.

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

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

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

Demonstrate an emerging use of standard health practices.

4. With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).

5. With guidance and support, participate in a variety of physical activities.

6. With guidance and support, identify nutritious foods.

CREATIVE EXPRESSION STANDARDS (Three-year-old children)

MUSIC DOMAIN

Participate in music-related activities.

1. With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects.

2. Begin to sing a variety of short songs.

3. With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions).

4. With guidance and support, identify fast and slow tempos.

5. With guidance and support, recognize a wide variety of sounds.

DANCE AND MOVEMENT DOMAIN

Demonstrate understanding through the use of music.

1. With guidance and support, create simple movements (e.g., twirl, turn around, shake).

2. With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).

THEATRE AND DRAMATIC PLAY DOMAIN

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

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

2. With guidance and support, use available materials as either realistic or symbolic props.

3. With guidance and support, make up new roles from experiences and/or familiar stories.

4. With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.

VISUAL ARTS DOMAIN

Create visual art.

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

2. With guidance and support, create artwork that reflects an idea, theme, or story.

3. With guidance and support, describe own art work.

SOCIAL STUDIES STANDARDS (Three-year-old children)

FAMILY AND COMMUNITY DOMAIN

Understand self in relation to the family and the community.

1. Begin to identify self as a member of a family, the learning community, and local community.

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

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

4. With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.

Understand the concept of individual rights and responsibilities.

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

6. With guidance and support, explain some rules in the home and in the classroom.

   a. Identify some rules for different settings.

   b. Identify appropriate choices to promote positive interactions.

7. With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).

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

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

OUR WORLD DOMAIN

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

1. With guidance and support, treat classroom materials and belongings of others with care.

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

3. With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).

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

5. With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

HISTORY AND EVENTS DOMAIN

Understand events that happened in the past.

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

2. With guidance and support, begin to understand events that happened in the past.

Source: Senate Bill 2395 and State Board Policy 2904