

MISSISSIPPI
EARLY LEARNING STANDARDS
for Classrooms Serving
INFANTS THROUGH
FOUR-YEAR-OLD CHILDREN

English Language Arts • Mathematics • Social Studies
Science • Approaches to Learning • Social and Emotional Development
Physical Development • The Arts



INFANTS
AND
TODDLERS



THREE-
YEAR-OLD
CHILDREN



FOUR-
YEAR-OLD
CHILDREN



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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 Three-Year-Old Children, 2015*
- *Mississippi Early Learning Guidelines for Four-Year-Old Children, 2015*
- *Head Start Early Learning Outcomes Framework*
- *Mississippi Early Learning Standards for Three-Year-Old Children, 2013*
- *Mississippi Early Learning Standards for Four-Year-Old Children, 2013*
- *Mississippi College- and Career-Readiness Standards for Mathematics (CCRS for Mathematics), 2016*
- *Mississippi College- and Career-Readiness Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCRS for ELA), 2016*
- *National Association for the Education of Young Children Program Standards*
- *Mississippi College- and Career-Readiness Arts Learning Standards, 2017*

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PREFACE

The *Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children* describe goals for children from birth through four-years-old. This document includes appropriate infant and toddler developmental milestones, as well as learning standards for three-year-old children and learning standards for four-year-old children.

The Infant and Toddler Early Learning Standards describe experiences in the first three years of life that have a strong impact on brain development and learning. They are the foundation for healthy development and positive learning outcomes in the preschool years and beyond. In this document, developmental progress in key learning areas for infants and toddlers is presented in three age groups: birth to 9 months, 8 to 18 months and 16 to 36 months. These age groups reflect common shifts or transitions in development. The overlapping months recognize that infants and toddlers grow and develop at different rates. This document provides specific skills, behaviors and concepts that children should demonstrate at the end of 36 months of age. The term “emerging” is used for the youngest infant age group when specific skills, behaviors, or concepts have typically not yet emerged or are not yet observable.

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

The early childhood classroom does not limit its focus to 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 support a play-based classroom environment for four-year-olds that promotes engagement and interaction, as well as social, emotional and physical development in children. Young children learn best when classroom environments support the following:

- **Young children learn best when they are actively engaged with relevant, meaningful materials.**
Early childcare and classroom teachers facilitate learning by carefully selecting materials and activities that give children opportunities to explore, question, reason, and experiment in order to develop an understanding of the world around them.
- **Young children learn best through social interaction.**
It is essential that young children are given 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.

- **Young children learn best when their emotional needs are met.**
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.
- **Young children learn best when their physical development is supported.**
In order to develop fine motor skills, the learning environment for young children must include 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.

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INFANTS AND TODDLERS

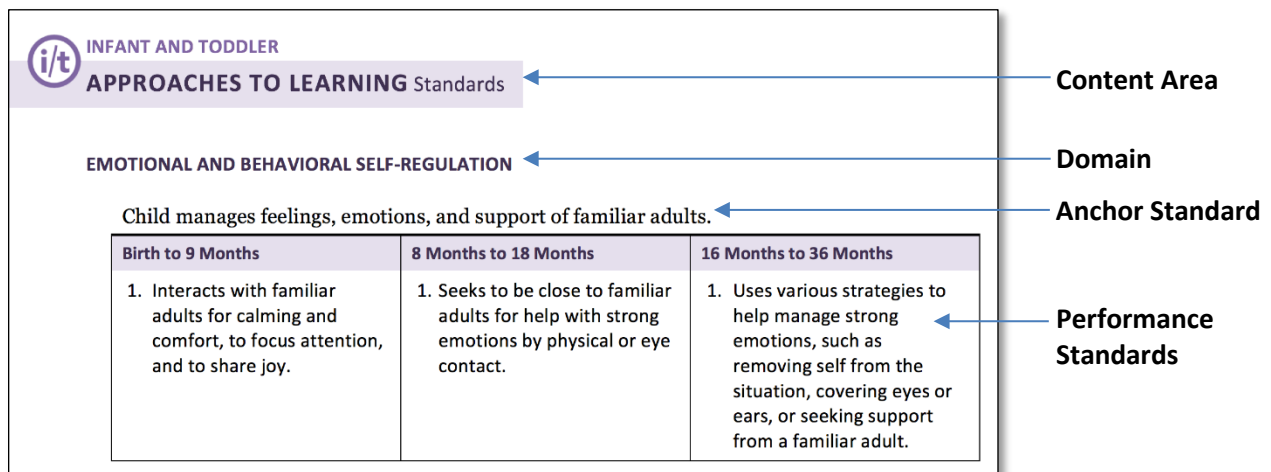


The standards are organized into five content areas: Approaches to Learning; Social and Emotional Development; Language and Communication; Cognition; and Perceptual, Motor and Physical Development.

Each content area is organized into domains, anchor standards and performance standards. The **content area** describes areas of early learning and development within that field and pertains to a specific development (e.g., cognition) or group of skills (e.g., physical development). The **domains** within each content area represent categories of the particular content area (e.g., emotional and behavioral self-regulation as a domain of approaches to learning). The **anchor standards** within each domain are general standards and goals that represent children’s learning and development. The **performance standards** are numbered standards and represent developmental skills, behaviors, or concepts that children should be able to master within a certain age period.

An example of the content organization is provided below.

EXAMPLE





EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Child manages feelings, emotions and support of familiar adults.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Interacts with familiar adults for calming and comfort, to focus attention and to share joy.	1. Seeks to be close to familiar adults for help with strong emotions by physical or eye contact.	1. Uses various strategies to help manage strong emotions, such as removing self from the situation, covering eyes or ears, or seeking support from a familiar adult.

Child manages actions and behavior with support of familiar adults.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	1. Looks to familiar adults for assistance and guidance with actions and behavior. 2. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	1. Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs.

COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Child maintains focus and keeps attention with support.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Develops, with support, some ability to filter out distracting sensory stimuli to focus on and attend to important people or objects in the environment with support.	1. Shows increasing ability to attend to people. 2. Shows increasing ability to attend to objects and activities. 3. Shows increasing ability to extend or complete an activity. 4. Shows increasing ability to attend to or join others in a common or shared focus.	1. Participates in activities and experiences with people, objects, or materials that require attention and common or shared focus.

Child develops the ability to show persistence in actions and behavior.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Shows increasing ability to continue interactions with familiar adults or toys for increasing amounts of time.	1. Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	1. Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.

Child demonstrates the ability to be flexible in actions and behavior.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Shows repetitive patterns in actions or behaviors, but sometimes tries more than one way to solve a problem or interact with someone.	1. Shows ability to shift focus to attend to something else, participate in a new activity, or try a new approach to solving a problem.	1. Modifies actions or behaviors in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.

INITIATIVE AND CURIOSITY

Child demonstrates emerging initiative in interactions, experiences and explorations.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Initiates interactions with familiar adults through expressions, actions, sounds or behaviors.	1. Points to desired people, objects or places and initiates actions, such as looking for a favorite toy or bringing a book to a familiar adult to read. 2. Actively resists actions or items not wanted.	1. Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.

Child shows interest in and curiosity about objects, materials, or events.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> Shows excitement when engaged in learning, such as smiling at a familiar adult, laughing after batting at a mobile, kicking or moving arms and legs in an emphatic way or knocking over a toy. 	<ol style="list-style-type: none"> Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials. Actively resists actions or items not wanted. 	<ol style="list-style-type: none"> Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pine cones in the fall.

CREATIVITY

Child uses creativity to increase understanding and learning.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> Uses a variety of ways to interact with other people. Changes expressions, actions, or behaviors based on responses of others. Makes discoveries about self, others and the environment. 	<ol style="list-style-type: none"> Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick. Uses objects in new ways. 	<ol style="list-style-type: none"> Combines objects or materials in new and unexpected ways. Shows interest in and curiosity about the world around them such as exploring new areas of a room. Seeks out new information and explores new play and tasks both independently and with adult support. Shows delight in creating something new.

Child shows imagination in play and interactions with others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> Emerging 	<ol style="list-style-type: none"> Uses sounds, gestures, signs, or words playfully through songs, fingerplays, or games. 	<ol style="list-style-type: none"> Uses imagination to explore possible uses of objects and materials. Engages in make-believe play with other children.



RELATIONSHIPS WITH ADULTS

Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Interacts in predictable ways with familiar adults. 2. Responds positively to familiar adults' age appropriate efforts to help with stressful moments. 	<ol style="list-style-type: none"> 1. Seeks familiar adults for emotional support and encouragement. 2. Reacts or may become distressed when separated from familiar adults. 	<ol style="list-style-type: none"> 1. Engages in positive interactions in a wide variety of situations with familiar adults. 2. Seeks familiar adults for comfort when distressed or tired.

Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Recognizes familiar adults. 2. May avoid or withdraw from unfamiliar adults. 	<ol style="list-style-type: none"> 1. Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches. 	<ol style="list-style-type: none"> 1. Often watches from a distance or waits for reassurance from a familiar adult before approaching someone new. 2. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.

Child learns to use familiar adults as a resource to meet needs.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Communicates needs to familiar adults by using a variety of behaviors. 	<ol style="list-style-type: none"> 1. Looks to or seeks help from familiar adults. 	<ol style="list-style-type: none"> 1. Asks a familiar adult for help or assistance when encountering difficult tasks or situations.

RELATIONSHIPS WITH OTHER CHILDREN

Child shows interest in, interacts with and develops personal relationships with other children.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Looks at attentively, touches or explores another child's face. 2. Show recognition for familiar children through actions or behaviors. 	<ol style="list-style-type: none"> 1. Participates in simple back-and-forth interactions with another child. 2. Interacts with a few children or a regular basis. 	<ol style="list-style-type: none"> 1. Seeks out other children for social interactions including initiating contact and responding to others. 2. Develops friendships and engages in more elaborate play with friends.

Child imitates and engages in play with other children.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy. 	<ol style="list-style-type: none"> 1. Participates in simple imitation games, such as making similar sounds or running after another child. 2. Plays next to other children with similar toys or materials. 	<ol style="list-style-type: none"> 1. Joins in play with other children by sometimes taking turns or participating in joint activities with a common goal, such as building block structures with others or pretending to eat together.

EMOTIONAL FUNCTIONING

Child learns to express a range of emotions.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through facial expressions or gestures to prompt a response from a familiar adult. 	<ol style="list-style-type: none"> 1. Expresses a variety of emotions and modifies their expressions according to the reactions of familiar adults, based on the child's cultural (family) background. 	<ol style="list-style-type: none"> 1. Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.

Child recognizes and interprets emotions of others with the support of familiar adults.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Attends with interest when others express emotions.	1. Responds to others' emotional expressions, often by sharing an emotional reaction such as smiling, verbalizing or pouting.	1. Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.

Child expresses care and concern towards others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. May imitate another person's distressed emotions/facial expressions.	1. Notices when another child is crying or upset. 2. May seek adult's help or offer something to help another child, such as blanket or toy.	1. Expresses empathy toward other children or familiar adults who have been hurt or are crying by showing concerned attention. 2. May try to comfort them with words or actions.

Child manages emotions with the support of familiar adults.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Is comforted by a familiar adult.	1. Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors.	1. Shows developing ability to cope with stress or strong emotions by using familiar strategies.

SENSE OF IDENTITY AND BELONGING

Child shows awareness about self and how to connect with others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Learns about self by exploring hands, feet, body and movement.	1. Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others.	1. Shows awareness of own thoughts, feelings and preferences as well as those of others. 2. Uses different forms of communication to refer to self and others.

Child recognizes, appreciates and respects characteristics of self and others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Responds to own name when stated by a familiar adult. 2. Distinguishes primary caregivers from others. 	<ol style="list-style-type: none"> 1. Develops self-awareness (recognizing self as separate individual from caregiver). 	<ol style="list-style-type: none"> 1. Identifies obvious physical similarities, differences and compares characteristics between self and others.

Child shows confidence in own abilities through relationships with others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others. 	<ol style="list-style-type: none"> 1. Expresses desires and preferences. 2. Seeks to draw a familiar adult's attention to objects of interest or new physical skills and attends to familiar adult's responses. 	<ol style="list-style-type: none"> 1. Contributes own ideas, skills and abilities to activities and experiences with adults and other children. 2. May call attention to new skills and abilities or seek to do things by self.

Child develops a sense of belonging through relationships with others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Shows awareness of familiar routines by behaviors. 	<ol style="list-style-type: none"> 1. Anticipates familiar routines or activities. 	<ol style="list-style-type: none"> 1. Refers to personal or family experiences and events that have happened in the recent past.



ATTENDING AND UNDERSTANDING

Child attends to, understands and responds to communication and language from others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Attends to verbal and non-verbal communication by turning toward or looking at a person. 2. Participates in back and forth interactions by exchanging facial expressions and language sounds with familiar adults. 	<ol style="list-style-type: none"> 1. Shows understanding of the meaning of verbal and non-verbal communication of familiar caregivers and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to. 	<ol style="list-style-type: none"> 1. Shows recognition of words, phrases and simple sentences. 2. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior and/or spoken words.

Child learns from communication and language experiences with others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<ol style="list-style-type: none"> 1. Pays attention when familiar adults talk or sign language about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects. 	<ol style="list-style-type: none"> 1. Participates in joint attention with a familiar adult by looking back and forth between the adult and object. 2. Points or gestures when a familiar adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects. 	<ol style="list-style-type: none"> 1. Participates in longer periods of joint attention with familiar adults (16-24 months up 5 minutes; 24-36 months up to 10 minutes). 2. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.

COMMUNICATING AND SPEAKING

Child communicates needs and wants verbally and non-verbally and by using language.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<p>1. Learns how to use different means of communication to signal distress or discomfort, seek help and to communicate interests and needs to others, such as crying, grunting and sucking.</p>	<p>1. Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “more” when eating.</p>	<p>1. Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants or ideas, such as “more milk,” “I want juice,” “mas leche,” or “quiero juice.” Note: Children identified as Dual Language Learners (DLL) may combine their two languages or switch between them to communicate.</p>

Child uses verbal and non-verbal communication and language to engage others in interaction.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<p>1. Uses facial expressions, including smiling, gestures or sounds, including cooing or babbling, to engage familiar adults in social interaction.</p>	<p>1. Repeats actions or single words to initiate or maintain social interactions with other children or familiar adults, such as clapping hands or calling a name to get a familiar adult’s attention.</p>	<p>1. Uses words, sign language, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.</p>

Child uses increasingly complex language in conversation with others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<p>1. Explores and/or attempts to repeat sounds common in many languages, such as “ma-ma” or “ba-ba.”</p>	<p>1. Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or sign language.</p> <p>2. Communicates mainly about objects, actions and events happening in the here and now.</p>	<p>1. Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses.</p> <p>2. Sometimes describes experiences that have happened in the past or are about to happen. Note: Children who are Dual Language Learners (DLL) develop the ability to participate in conversations.</p>

Child initiates non-verbal communication and language to learn and gain information.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<p>1. Participates in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.</p>	<p>1. Asks simple questions using gestures, such as pointing, sign language or words with variations in the rise and fall of the voice.</p>	<p>1. Seeks information and meaning of words by asking questions in words or sign language, such as “What’s that?” or “Who’s that?” or “Why?”</p>

VOCABULARY

Child understands an increasing number of words in communication with others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
<p>1. Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.</p>	<p>1. Looks or points at a person or object that has been named, follows simple directions and responds appropriately to the meaning of words or sign language.</p>	<p>1. Comprehends an increasing number of words or sign language in simple sentences during conversations and interactions with familiar adults and children.</p>

Child uses an increasing number of words in communications and conversations with others.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. May use sign language, gestures, or expressions for familiar people or objects.	1. Imitates new words or sign language and uses some words or sign language for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.	1. Uses an increasing number of words in communications and conversations with others and adds new vocabulary words regularly. Note: Children who are Dual Language Learners (DLL) may have a combined vocabulary in both languages that is similar in breadth to other children’s vocabulary in one language.

EMERGENT LITERACY

Child attends to, repeats, and uses some rhymes, phrases, or repetitive refrains from stories or songs.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Listens and attends to culturally and linguistically familiar words or sign language in rhymes or songs.	1. Says or signs a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	1. Says, signs or repeats culturally and linguistically familiar rhymes, phrases, or repetitive refrains from songs or stories that are similar in nature to another children’s vocabulary in one language.

Child handles books and relates them to their stories or information.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Explores a book by touching it, patting it, or putting it in mouth.	1. Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	1. Pretends to read books by turning pages and talking about them, using signs, gestures or words to describe what is happening in the book.

Child recognizes pictures and some symbols, signs, or words.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Looks at pictures of familiar people, animals, or objects while a familiar adult points at and/or names the person, animal, or object.	1. Points at, uses sign language or gestures, says name of, and/or talks about animals, people, or objects in photos, pictures, or drawings.	1. Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Note: Recognizes and uses written forms of languages used.

Child comprehends meaning from pictures and stories.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Looks at picture books and listens to a familiar adult talk about pictures in a book.	1. Points at pictures in a book, making sounds or saying words and interacting with a familiar adult reading a book.	1. Talks about books, acts out events from stories and uses some vocabulary encountered during a book reading.

Child makes marks and uses them to represent objects or actions.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Emerging	1. Makes marks on paper with a large crayon or marker to explore writing materials.	1. Makes scribbles on paper to represent an object or action even though a familiar adult might not recognize what it is.



EXPLORATION AND DISCOVERY

Child actively explores people and objects to understand self, others and objects.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Uses the senses and a variety of actions to explore people and objects.	1. Acts intentionally to achieve a goal or when manipulating an object.	1. Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.

Child uses understanding of causal relationship to act appropriately in social and physical environments.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Repeats an action to make things happen or to get a familiar adult to repeat an action.	1. Engages in purposeful actions to cause things to happen.	1. Identifies the cause of an observed outcome. 2. Predicts outcomes of actions or events, such as turning on the faucet will make water come out.

MEMORY

Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Recognizes familiar people by their faces or voices. 2. Recognizes that some people are unfamiliar by their faces and voices.	1. Remembers actions of familiar adults, the usual location of familiar objects and parts of familiar routines. 2. Notices and responds to new people, objects, or materials in the environment.	1. Anticipates and communicates about multiple steps of familiar routines, activities, or events. 2. Shows surprise or asks about unexpected outcomes or unusual people, actions, or events.

Child recognizes the stability of people and objects in the environment.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Shows awareness that familiar adults and objects still exist when they are out of sight or sound range.	1. Searches for hidden/missing familiar adults or objects in the place they were last seen or found.	1. Uses a variety of search strategies to find hidden familiar adults or objects.

Child uses memories as a foundation for more complex actions and thoughts.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Shows excitement for or about a toy or other object that was played with days earlier. 2. Anticipates familiar actions or routines.	1. Remembers how to use objects or materials from previous experience. 2. Anticipates routines or events by taking action.	1. Tells others about memories and past experiences. 2. Remembers how to do a series of actions that were observed at an earlier time.

REASONING AND PROBLEM SOLVING

Child learns to use a variety of strategies in solving problems.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Engages in simple repeated actions to reach a goal.	1. Explores how to make something happen again or explores how something works by doing actions repeatedly.	1. Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.

Child uses reasoning and planning to solve problems.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Uses own actions or movements to solve simple problems.	1. Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	1. Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations.

EMERGENT MATHEMATICAL THINKING

Child develops sense of number and quantity.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Attends to quantity in play with multiple objects.	1. Uses a few basic number words or signs to refer to change in the number of objects.	1. Uses language to refer to quantity.

Child uses spatial awareness to understand objects and their movement in space.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Explores or watches objects when they move.	1. Explores how objects fit together, how they fit with other objects and how they move through space.	1. Predicts or anticipates how objects move through space or fit together or inside other things.

Child uses matching, and sorting of objects or people to understand similar and different characteristics.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Explores differences between familiar or unfamiliar adults or between different types of objects.	1. Matches objects by similar or related characteristics.	1. Sorts objects into two groups based on a single characteristic.

IMITATION AND SYMBOLIC REPRESENTATION AND PLAY

Child observes and imitates sounds, words, gestures, actions and behaviors.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Engages in give-and-take imitation games and play.	1. Imitates what other people did earlier.	1. Imitates more complex actions, words, or signs at a later time to communicate, make, or do something.

Child uses objects or symbols to represent something else.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Emerging	1. Uses toy objects in the same ways as the real objects they represent are used.	1. Uses objects as symbols to represent other objects during pretend play.

Child uses pretend play to increase understanding of culture, environment and experiences.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Emerging	1. Imitates everyday actions of others.	1. Acts out routines, stories, or social roles using toys and other materials as props.



PERCEPTION

Child uses perceptual information to understand objects, experiences and interactions.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Uses awareness to form a basic understanding of objects when given frequent opportunities to observe, handle, and use objects, including recognizing differences in texture and how things smell and feel.	1. Uses awareness of objects in matching and connecting their use through play and interaction with a familiar adult, such as using a play bottle to feed a baby doll.	1. Observes others making things happen to understand the cause and effect relationship, such as a familiar adult preparing to go outside and then going to get a jacket or umbrella.

Child uses perceptual information in directing own actions, experiences and interactions.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Adjusts balance and movement with the changing size and proportion of child’s own body in response to opportunities in the environment.	1. Uses distance, scans for obstacles, and plans how to move based on that information while learning to crawl, walk, or move in another way.	1. Uses perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.

GROSS MOTOR

Child demonstrates effective and efficient use of large muscle for movement and position.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Explores new body positions and movements.	1. Moves from crawling, to cruising, to walking, and new muscle coordination for each new skill learned, such as how to manage changing ground surfaces.	1. Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.

Child demonstrates effective and efficient use of large muscles to explore the environment.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment.	1. Uses body to position, balance, and especially to move, explore and examine materials, activities and spaces.	1. Uses variety of movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.

Child uses sensory information and body awareness to understand how one's own body relates to the environment.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Responds to sounds and sights in the environment by positioning head or body to understand the information in the event.	1. Shows awareness as skilled crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	1. Begins to learn about different body sizes and space, such as being aware of what size opening is needed for one's body to move through.

FINE MOTOR

Child coordinates hand and eye movements to perform actions.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Coordinates hands and eyes when reaching for and holding steady or moving objects.	1. Uses hand-eye coordination for more difficult actions.	1. Uses hand-eye coordination when participating in routines, play and activities.

Child uses hands for exploration, play and daily routines.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Uses single actions to explore shape, size, texture and weight of objects.	1. Explores features of objects and materials by using various hand actions, such as turning pages in a board book, turning the knobs on objects, or pointing to learn an object's name.	1. Plans ways to use hands for various activities, such as stacking, building, connecting and self-care skills or routines.

Child adjusts reach and grasp to use tools.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Uses increasingly developed grasps and matches the grasp to the task, such as using the whole hand to bang objects together.	1. Extends reach by using simple tools.	1. Adjusts grasp to use different tools for different purposes.

HEALTH, SAFETY AND NUTRITION

Child demonstrates healthy behaviors with increasing independence as part of everyday routines.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Emerging	1. Expects and cooperates in daily self-care routines.	1. Participates in healthy self-care routines with more independence.

Child uses safe behaviors with support from familiar adults.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Emerging	1. Emerging	1. Accepts familiar adult guidance, support and protection when in unsafe situations. 2. Learns some differences between safe and unsafe play behaviors, such as classroom rules.

Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious (healthy) food choices.

Birth to 9 Months	8 Months to 18 Months	16 Months to 36 Months
1. Emerging	1. Shows interest in new foods that are offered.	1. Shows willingness to try new, healthy foods when offered on many occasions. 2. Begins to make healthy choices about which foods to eat when offered several choices, with support from a familiar adult.

MISSISSIPPI
EARLY LEARNING STANDARDS
for Classrooms Serving
THREE-YEAR-OLD CHILDREN



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
- Social Studies
- Creative Expression

The English Language Arts and Mathematics Standards were developed to align with research-based best practices. The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Social Studies and Creative Expression Standards were developed based on National Standards for Early Childhood Education.

College- and Career-Readiness Standards For
ENGLISH LANGUAGE ARTS

OVERVIEW

The *College-and Career-Readiness Standards (CCRS) for English Language Arts* 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 *CCRS for English Language Arts (ELA)* are divided into 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 CCRS 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 below define what three-year-old children should understand and be able to do. These standards 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.

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.

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 (from books, oral presentation, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).
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 that represent diversity in race, culture, age, gender and ability).
6. With guidance and support, identify the role of the “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 applicable to literature.
9. Begins at 4 years old or when the individual child is ready.

RL.PK4.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).

Range of Reading and Level of Text Complexity

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

Key Ideas and Details

1. With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts).
2. With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).
3. With guidance and support, identify the connections between self and information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child's life).

Craft and Structure

4. Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).
5. With guidance and support, recognize how books are read and identify the front cover and back cover.
6. With guidance and support, identify the role of the 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 informational texts.
8. Begins at 4 years old or when the individual child is ready.
ELA.RI.PK4.8 With prompting and support, explore the purpose of the informational text as it relates to self.
9. Begins at 4 years old or when the individual child is ready.
ELA.RI.PK4.9 With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.

Range of Reading and Level of Text Complexity

10. 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 and movement).

Print Concepts

1. With guidance and support, demonstrate basic features of print.
 - a. Recognize that print moves from left to right, top to bottom and page by page.
 - b. Recognize that spoken words can be written and convey meaning.
 - c. Begins at 4 years old or when the individual child is ready.
ELA.RF.PK4.1c Understand that words are separated by spaces in print.
 - d. Recognize and name some letters in their first name.
 - e. Recognize that letters can be grouped to form words.
 - f. Recognize some numbers.
 - g. Begins at 4 years old or when the individual child is ready.
ELA.RF.PK4.1g Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.

Phonological Awareness

2. With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.
 - a. Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).
 - b. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).
 - c. Begins in kindergarten or when the individual child is ready.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Recognize initial sound in first name.
 - e. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).
 - f. Begins at four years old or when the individual child is ready.
ELA.RF.PK4.2f Demonstrate awareness of the relationship between sounds and letters.

Phonics and Word Recognition

3. With prompting and support, demonstrate emergent phonics and word analysis skills.
 - a. Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.
 - b. Begins in kindergarten or when the individual child is ready.
RF.K.3b Associate the long and short sound with the common spellings (graphemes) for the five major vowels.
 - c. Recognize own name and environmental print.
 - d. Begins in kindergarten or when the individual child is ready.
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

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

The standards below define what three-year-old children should understand and be able to do. These standards 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.

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.

Text Types and Purposes

1. With guidance and support, recognize that writing is a way of communicating for a variety of purposes.
 - a. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion.
 - b. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing.
 - c. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories.
2. Begins in kindergarten or when the individual child is ready.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Begins in kindergarten or when the individual child is ready.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. Begins in grade 3.
5. Begins at 4 years old or when the individual child is ready.
ELA.W.PK4.5 With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.
6. With 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. Begins at 4 years old or when the individual child is ready.
ELA.W.PK4.7 With prompting and support, participate in and demonstrate understanding of written representation in collaborative research (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.
8. With prompting and support, recall information from experiences to answer questions.

9. Begins at grade 4.

Range of Writing

10. Begins at grade 3.

The standards below define what three-year-old children should understand and be able to do. These standards 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.

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.

Comprehension and Collaboration

1. With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults.
 - a. Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others' feelings)
 - b. Engage in extended conversations
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. With prompting and support, add drawings or other visual displays to descriptions.
6. With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly.

The standards below define what three-year-old children should understand and be able to do. These standards 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.

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 accurately use 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.

Conventions of Standard English

1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking.
 - a. Use frequently occurring verbs and nouns.
 - b. Begins at 4 years old or when the individual child is ready.
ELA.L.PK4.1b Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).
 - c. Ask and answer questions.
 - d. Use simple prepositions (e.g., *in, out, on, off*).
 - e. Use standard words instead of slang or baby talk.
2. Begins at 4 years old or when the individual child is ready.
ELA.L.PK4.2 With prompting and support, demonstrate awareness of the conventions of standard English.

Knowledge of Language

3. Begins in grade 2.

Vocabulary Acquisition and Use

4. Begins at 4 years old or when the individual child is ready.
ELA.L.PK4.4 With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.
5. With guidance and support, explore word relationships and word meanings
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.
 - c. Begins at 4 years old or when the individual child is ready.
ELA.L.PK4.5c Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).
 - d. Begins at 4 years old or when the individual child is ready.
ELA.L.PK4.5d Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).
6. With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.

College- and Career-Readiness Standards for
MATHEMATICS

OVERVIEW

The College- and Career-Readiness State Standards (CCRS) 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 Mississippi CCRS for Mathematics document 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 below define what three-year-old children should understand and be able to do. The standards are organized according to the CCRS for Mathematics domains.

COUNTING AND CARDINALITY**Know number names and the count sequence.**

1. With guidance and support, recite numbers 1 to 5 or beyond from memory.
2. Begins at 4 years old or when the individual child is ready.
M.CC.PK4.2 With prompting and support, recognize, name, and attempt writing numerals 0-20.

Count to tell the number of objects.

3. With guidance and support, attempt to count concrete objects and actions up to 3.
4. Begins at 4 years old or when the individual child is ready.
M.CC.PK4.4 With guidance and support, understand the relationship between numerals and quantities.
 - a. Begins at 4 years old or when the individual child is ready.
M.CC.PK4.a Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.

Compare numbers.

5. 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**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. Begins at 4 years old or when the individual child is ready.
M.OA.PK4.2 With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.
3. Begins at 4 years old or when the individual child is ready.
M.OA.PK4.3 With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.

4. 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

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*).
3. Explore nonstandard units of measurement.
4. Explore standard tools of measurement.

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

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

GEOMETRY

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

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).
3. Begins at 4 years old or when the individual child is ready.
M.G.PK4.3 With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.

Analyze, compare, create and compose shapes.

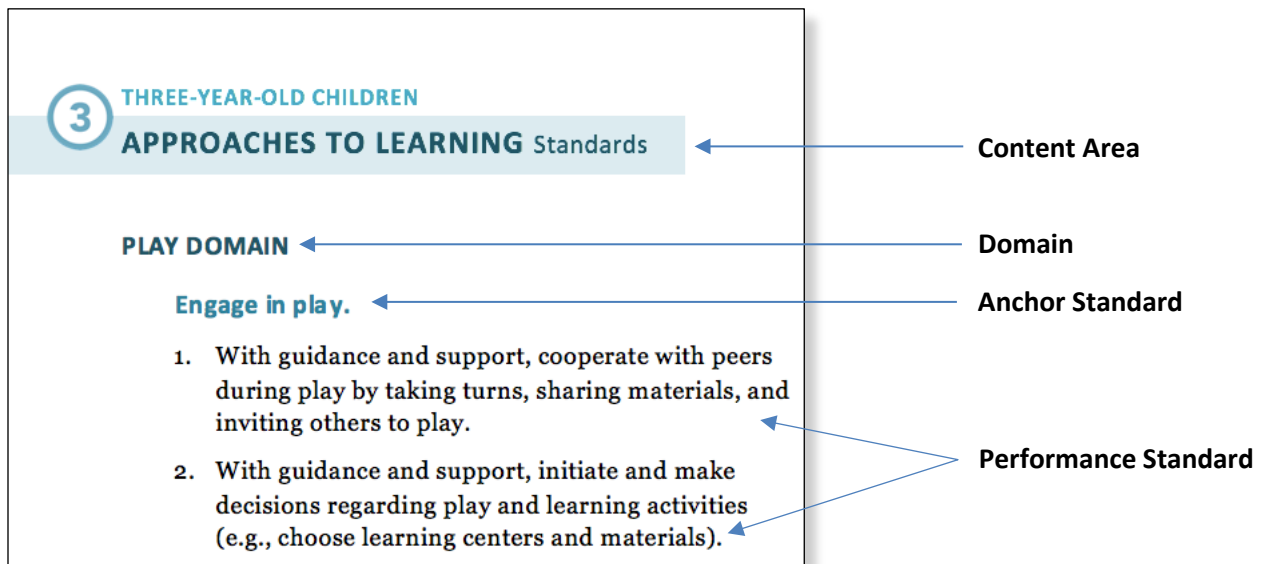
4. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).
5. Begins at 4 years old or when the individual child is ready.
M.G.PK4.5 With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).

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 measurable skills that children should be able to master by the end of the school year.

An example of the content organization is provided below.



PLAY**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**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**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

Demonstrate problem-solving skills.

1. With guidance and support, identify a problem or ask a question.
2. With guidance and support, 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 DEVELOPMENT**Build and maintain relationships with others.**

1. Interact appropriately with familiar adults.
 - a. With guidance and support, communicate to seek 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. Begin to 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

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. 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.

PHYSICAL SCIENCE

Develop awareness of observable properties of objects and materials.

1. Begin to manipulate and explore a wide variety of objects and materials.
2. Begins at 4 years old or when the individual child is ready.
S.PS.PK4.2 With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid, and sink or float).
3. Begins at 4 years old or when the individual child is ready.
S.PS.PK4.3 With prompting and support, explore how solid objects can be constructed from a smaller set.
4. With guidance and support, explore properties of solid objects.
 - a. With guidance and support, identify position of objects.
 - b. With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float).
5. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).

LIFE SCIENCE

Develop an awareness of living things.

1. With guidance and support, explore body parts associated with the use of each of the five senses.
2. With guidance and support, explore how people change during changes of the life cycle.
 - a. Explore text with illustrations of human life stages.
 - b. Begins at 4 years old or when the individual child is ready.
S.LS.PK4.2b Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.
3. With guidance and support, conduct a simple investigation to observe the differences in humans during life stages.
4. With guidance and support, observe, explore and describe a variety of living things and where they live (e.g., plants, animals, people).
 - a. With guidance and support, conduct an experiment to observe the growth of plants.
5. With guidance and support, describe individual characteristics of self, other living things and people.

- a. With guidance and support, use appropriate technology tools to explore observable characteristics of living things and people.

EARTH AND SPACE SCIENCE

Develop an awareness of earth science and space.

1. With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy).
 - a. Observe daily display about weather and seasonal activity.
2. Begin to identify objects in the sky (e.g., clouds, sun, moon and stars).
 - a. Explore materials to create display of common elements of day and night.
 - b. Explore devices that protect from sun or rain.
3. With guidance and support, collect, sort, identify and describe objects in the natural world (e.g., rocks, soil, leaves).
 - a. Begins at 4 years old or when the individual child is ready.
S.ES.PK4.3a Participate in a teacher-led activity to identify and reuse materials.
 - b. Begins at 4 years old or when the individual child is ready.
S.ES.PK4.3b With teacher guidance, create a product from reused or natural materials that will meet a human need (e.g., pencil holder or musical instrument).

TECHNOLOGY

Identify and explore a variety of technology tools.

1. With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).
2. Begins at 4 years old or when the individual child is ready.
S.T.PK4.2 Use technology tools to gather and/or communicate information.
3. Begins at 4 years old or when the individual child is ready.
S.T.PK4.3 With prompting and support, invent and construct simple objects or structures using technology tools.

GROSS MOTOR SKILLS

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).

FINE MOTOR

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

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.

FAMILY AND COMMUNITY**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**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

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.

OVERVIEW

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre and visual arts) teachers in Mississippi. This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

Please see the links below for the *Mississippi College- and Career-Readiness Arts Learning Standards 2017*, which include specific standards for three-year old children.

- [Mississippi College- and Career-Readiness Arts Learning Standards for Dance 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Music 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Theatre 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts 2017](#)

MISSISSIPPI
EARLY LEARNING STANDARDS
for Classrooms Serving
FOUR-YEAR-OLD CHILDREN



The *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children* is organized according to the following areas:

- English Language Arts (ELA)
- Mathematics
- Approaches to Learning
- Social and Emotional Development
- Science
- Physical Development
- Social Studies
- Creative Expression

The English Language Arts and Mathematics Standards were developed to align with research-based best practices. The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Social Studies and Creative Expression Standards were developed based on National Standards for Early Childhood Education.

College- and Career-Readiness Standards for
ENGLISH LANGUAGE ARTS

OVERVIEW

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

The standards below define what four-year-old children should understand and be able to do. These standards 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.

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.

Key Ideas and Details

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “*What is the duck doing?*” or respond to, “*Tell me about the duck.*”).
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).
3. With prompting and support, identify some characters, settings and/or major events in a story.

Craft and Structure

4. Exhibit curiosity and interest in learning words in print.
 - a. Develop new vocabulary from stories.
 - b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).
5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).
 - a. Identify the front cover, back cover and title page of a book.
6. With prompting and support, identify the role of the “author” and “illustrator”.

Integration of Knowledge and Ideas

7. With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).
8. Not applicable for literature.
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).

Range of Reading and Level of Text Complexity

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

Key Ideas and Details

1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists and other reference materials).
2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).
3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).

Craft and Structure

4. Exhibit curiosity and interest about words in a variety of informational texts.
5. With prompting and support, identify the front cover, back cover and title page of a book.
6. With prompting and support, identify the role of the “author” and “illustrator” in informational text.

Integration of Knowledge and Ideas

7. With prompting and support, make connections between self and text and/or information and text.
8. With prompting and support, explore the purpose of the informational text as it relates to self.
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.

Range of Reading and Level of Text Complexity

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

Print Concepts

1. With prompting and support, demonstrate understanding of conventions of print.
 - a. Understand that print moves from left to right, top to bottom and page by page.
 - b. Recognize an association between spoken and written words.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.
 - e. Recognize words as a unit of print and understand that letters are grouped to form words.
 - f. Differentiate letters from numbers.
 - g. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.

Phonological Awareness

2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.
 - a. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).
 - b. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.
 - c. Begins in kindergarten or when the individual child is ready.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
 - d. With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.
 - e. Engage in language play (e.g., sound patterns, rhyming patterns, songs).
 - f. Demonstrate awareness of the relationship between sounds and letters.

Phonics and Word Recognition

3. With prompting and support, demonstrate emergent phonics and word analysis skills.
 - a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
 - b. Begins in kindergarten or when the individual child is ready.
RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

- c. Recognize own name, environmental print and some common high-frequency sight words.
- d. Begins in kindergarten or when the individual child is ready.
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

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

The standards below define what four-year-old children should understand and be able to do. These standards 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.

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.

Text Types and Purposes

1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.
 - a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion.
 - b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and) and describe their writing.
 - c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories.
2. Begins in kindergarten or when the individual child is ready.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Begins in kindergarten or when the individual child is ready.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. Begins in grade 3.
5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.
6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.

Research to Build and Present Knowledge

7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.
8. With prompting and support, recall information from experiences to answer questions.
9. Begins in grade 4.

Range of Writing

10. Begins in grade 3.

The standards below define what four-year-old children should understand and be able to do. These standards correspond to the College- and Career-Readiness (CCR) Anchor Standards for Speaking and Listening as indicated below.

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.

Comprehension and Collaboration

1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.
 - a. Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings).
 - b. Engage in extended conversations.
2. With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details.
3. With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. With prompting and support, describe familiar people, places, things and events.
5. With prompting and support, add drawings or other visual displays to descriptions.
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.

The standards below define what four-year-old children should understand and be able to do. These standards 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.

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.

Conventions of Standard English

1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage *when speaking*.
 - a. Use frequently occurring nouns and verbs.
 - b. Form regular plural nouns by adding /s/ or /es/ (e.g., *dog, dogs; dish, dishes*).
 - c. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - d. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, of, by, with*).
 - e. Produce and expand complete sentences in shared language activities.
2. With prompting and support, demonstrate awareness of the conventions of standard English.
 - a. Write first name, capitalizing the first letter.
 - b. Develop an awareness of symbols for end punctuation.
 - c. Attempt to write a letter or letters to represent a word.
 - d. Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships.

Knowledge of Language

3. Begins in grade 2.

Vocabulary Acquisition and Use

4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.
 - a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).
5. With guidance and support, explore word relationships and word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., *run, walk; fast, slow; soft, hard*).
 - c. Identify real-life connections between words and their use (e.g., find examples of things that are *smooth, rough*).
 - d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).

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

College- and Career-Readiness Standards for
MATHEMATICS

OVERVIEW

The *Early Learning Standards 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 CCRS for Mathematics are organized by standards, clusters and domains. Standards define what students should understand and be able to do. Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

The standards below define what four-year-old children should understand and be able to do. The standards are organized according to the Early Learning Standards for Mathematics domains.

COUNTING AND CARDINALITY

Know number names and the count sequence.

1. With prompting and support, recite numbers 1 to 30 in the correct order.
2. With prompting and support, recognize, name, and attempt writing numerals 0 – 20.

Count to tell the number of objects.

3. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.
4. With guidance and support, understand the relationship between numerals and quantities.
 - a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.
 - b. Match quantities and numerals 0 – 10.
5. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.
 - a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

Compare numbers.

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

OPERATIONS AND ALGEBRAIC THINKING

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

1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.
2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.
3. With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.

4. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g. duplicate and extend simple patterns using concrete objects).

MEASUREMENT AND DATA

Describe and compare measurable attributes.

1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight and size, using appropriate vocabulary (e.g., *small, big, short, tall, empty, full, heavy, light*).
2. With guidance and support, compare two objects using attributes of length, weight and size (e.g., *bigger, longer, taller, heavier, same weight, same amount*).
 - a. Use nonstandard units of measurement.
 - b. Explore standard tools of measurement.

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

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

GEOMETRY

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

1. With guidance and support, correctly name shapes.
2. With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.

Analyze, compare, create and compose shapes.

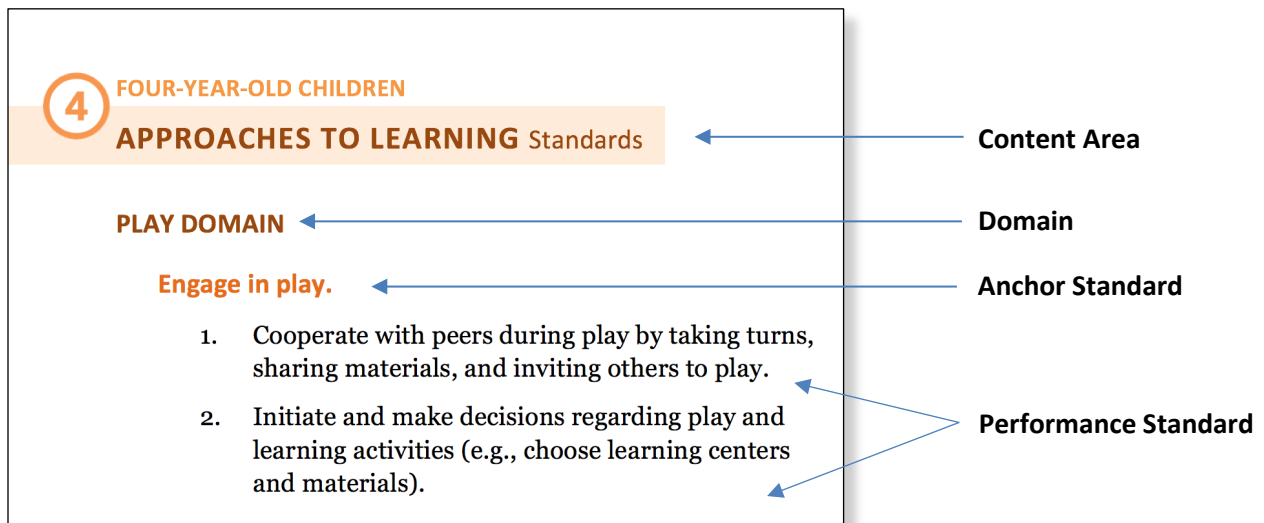
4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).
5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).

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 measurable skills that children should be able to master by the end of the school year.

An example of the content organization is provided below.



PLAY**Engage in play.**

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

CURIOSITY AND INITIATIVE**Demonstrate curiosity and initiative.**

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

PERSISTENCE AND ATTENTIVENESS**Demonstrate persistence and attentiveness.**

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

PROBLEM-SOLVING SKILLS**Demonstrate problem-solving skills.**

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

SOCIAL DEVELOPMENT**Build and maintain relationships with others.**

1. Interact appropriately with familiar adults.
 - a. Communicate to seek out help with a difficult task, to find comfort and to obtain security.
 - b. Engage with a variety of familiar adults for a specific purpose.
2. Interact appropriately with other children.
 - a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).
 - b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).
 - c. Ask permission to use items or materials of others.
 - d. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).
3. Express empathy and care for others.
 - a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).
 - b. Offer and accept encouraging and courteous words to demonstrate kindness.
 - c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).

Work productively toward common goals and activities.

4. Participate successfully as a member of a group.
 - a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).
 - b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
 - c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).
5. Join ongoing activities in acceptable ways.
 - a. Express to others a desire to play (e.g., say, “I want to play.”).
 - b. Lead and follow.
 - c. Move into group with ease.

6. Resolve conflicts with others.
 - a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).
 - b. With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”).

EMOTIONAL DEVELOPMENT

Demonstrate awareness of self and capabilities.

1. Demonstrate trust in self.
 - a. Make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).
 - b. Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).
2. Develop personal preferences.
 - a. Express independence, interest and curiosity (e.g., say, “I can ...”, “I choose ...” “I want ...”).
 - b. Select and complete tasks (e.g., finish a puzzle or drawing).
3. Show flexibility, inventiveness and interest in solving problems.
 - a. Make alternative choices (e.g., move to another area when a center is full).
 - b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
4. Know personal information.
 - a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).
 - b. Refer to self by first and last name.
 - c. Know parent(s)/guardian(s) name(s).

Recognize and adapt expressions, behaviors and actions.

5. Show impulse control with body and actions.
 - a. Control own body in space (e.g., move safely through room without harm to self or others).
 - b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).
 - c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).

6. Manage emotions.
 - a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
 - b. With prompting and support, recognize emotions (e.g., “I am really mad.”).
 - c. With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”).
 - d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).
7. Follow procedures and routines with teacher support.
 - a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).
 - b. Use materials with care and safety (e.g., use scissors to cut paper).
 - c. Take turns sharing information with others (e.g., interact during group time).
8. Demonstrate flexibility in adapting to different environments.
 - a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).
 - b. Follow rules (e.g., use outside voice, use inside voice) in different settings.

PHYSICAL SCIENCE

Develop awareness of observable properties of objects and materials.

1. The child will manipulate and explore items in the environment with a wide variety of investigative tools.
2. With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float).
3. With prompting and support, explore how solid objects can be constructed from a smaller set.
 - a. With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks)
 - b. With teacher guidance, explore why things may not work the same if some of the parts are missing.
4. With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).

LIFE SCIENCE

Acquire scientific knowledge related to life science.

1. With prompting and support, name and identify the five senses and the corresponding body parts for each.
2. With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.
 - a. Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.
 - b. Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.
 - c. With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.

3. With prompting and support, explore what animals and plants need to live and grow.
 - a. With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.
4. With guidance and support, explore characteristics of living and non-living things.
 - a. With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things.
 - b. With teacher guidance, create a visual representation of the information gained and results of the experiment.
 - c. With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.

EARTH AND SPACE SCIENCE

Apply scientific knowledge related to earth science and space.

1. With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).
 - a. With teacher guidance, collect and display daily data about weather and seasonal activity.
2. With prompting and support, identify characteristics of the clouds, sun, moon and stars.
 - a. With teacher guidance, create a simple model of common elements of day and night.
 - b. With teacher guidance, construct a device which would protect from sun and/or rain.
3. With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves).
 - a. Participate in a teacher led activity to identify and reuse materials.
 - b. With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g. pencil holder or musical instrument).

TECHNOLOGY

Identify and explore a variety of technology tools.

1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.
2. Use technology tools to gather and/or communicate information.
3. With prompting and support, invent and construct simple objects or structures using technology tools.

4

FOUR-YEAR-OLD CHILDREN

PHYSICAL DEVELOPMENT Standards

GROSS MOTOR SKILLS

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

1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).
2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).

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

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

FINE MOTOR SKILLS

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

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

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

5. 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).
6. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).

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

7. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).
8. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play).

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

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

SELF-CARE, HEALTH AND SAFETY SKILLS

Demonstrate an awareness and practice of safety rules.

1. With prompting and support, identify safety rules (e.g., classroom, home, community).
2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.
3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

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

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

FAMILY AND COMMUNITY**Understand self in relation to the family and the community.**

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

Understand the concept of individual rights and responsibilities.

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

OUR WORLD

1. Treat classroom materials and the belongings of others with care.
2. With prompting and support, identify location and some physical features of familiar places in the environment.
3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).
4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.
5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

HISTORY AND EVENTS

Understand events that happened in the past.

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

OVERVIEW

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre and visual arts) teachers in Mississippi. This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

Please see the links below for the *Mississippi College- and Career-Readiness Arts Learning Standards 2017*, which include specific standards for four-year old children.

- [Mississippi College- and Career-Readiness Arts Learning Standards for Dance 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Music 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Theatre 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts 2017](#)