Specialized Training in
Early Childhood Education

Monday, June 18, 2018

Developed by the Mississippi Department of Education
in partnership with
North Mississippi Education Consortium

Coordinated by:
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Mississippi Department of Education

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Week 1

Monday, June 18
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*Early Childhood Guidance and Best Practices*
*Executive Function and Self-Regulation*

Laura Dickson
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Mississippi Department of Education
*CLASS Overview Training*

Teresa Laney
Office of Special Education
Mississippi Department of Education
*SPED Early Language Development*

Tuesday, June 19
Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
University of Mississippi
*Moving Forward*

Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
University of Mississippi
*Read Right from the Start - The Power of Language Part I & II*
*Equipping the Classroom on a Shoe String Budget*
*Use of Learning Centers*

Wednesday, June 20
Pam Schiller
Author and Curriculum Specialist
Schiller Educational Resources
*Nurturing Social and Emotional Intelligence*

Pam Myrick-Mottley
Early Childhood Consultant
*Trauma Sensitive Classroom*
Thursday, June 21
Pam Myrick-Mottley
Early Childhood Consultant
*Using Conscious Discipline to Support a Trauma Sensitive Classroom*

Friday, June 22
Laurie Weathersby and Jayda Brantley
Office of Intervention Services
Mississippi Department of Education
*MTSS Instruction*

Jen Cornett
Office of Intervention Services
Mississippi Department of Education
*Gifted*

Melissa Banks
Office of Elementary Education and Reading
Mississippi Department of Education
*#tech4littles*

Sandy Elliott
Office of Student Intervention Services
Mississippi Department of Education
*Supporting English Learners*
Week 2
Monday, June 25
Brittany Herrington
REACH-MS
The University of Southern Mississippi
*Behavior Challenges: Proactivity Counts*

Nicole Briceno
Mississippi Early Childhood Inclusion Center
The University of Southern Mississippi
*Reaching and Teaching All Children in the Inclusive Classroom*

Tuesday, June 26
Shenikia Robinson and Darnia’ Robinson
Atlanta Speech School
Read Right from the Start
*Empowering Children’s Lives Through Language*

Wednesday, June 28
Kenya Wolff and Burhanettin Keskin
Early Childhood Education
The University of Mississippi
*Working with Diverse Families Lee Anne Grace Barnes*

Lee Anne Grace Barnes
Tupelo School District
*Utilizing Music to Foster Early Literacy*

Thursday, June 29
Lydia Boutwell
Office of Early Childhood
Mississippi Department of Education
*Schedules, Standards, and Planning...Oh My!*

Laura Dickson
Office of Early Childhood
Mississippi Department of Education
*STEAM*
*Pulling it All Together*

Friday, June 30
Limeul Eubanks
Office of Secondary Education
Mississippi Department of Education
*Collages Inspired by Eric Carle*
# Week 1 Specialized Pre-K Training Schedule 2018

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<th>Monday 06.18</th>
<th>Tuesday 06.19</th>
<th>Wednesday 06.20</th>
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<td>LIVE FROM GREENVILLE</td>
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<td>CATHY GRACE</td>
<td>PAM SCHILLER</td>
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<td>JEN CORNETT</td>
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<td>LAURA DICKSON CLASS Overview</td>
<td>CATHY GRACE</td>
<td>PAM MOTTLEY</td>
<td>PAM MOTTLEY</td>
<td>MELISSA BANKS #tech4littles</td>
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<td>TERESA LANEY SPED Early Language Development</td>
<td>CATHY GRACE</td>
<td>PAM MOTTLEY</td>
<td>PAM MOTTLEY</td>
<td>SANDY ELLIOTT Supporting English Learners</td>
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<td>FINAL QUESTIONS &amp; ANSWERS</td>
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Early Childhood Guidance and Best Practices

MDE Early Childhood Specialized Training

June 18, 2018

Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
**State Board of Education Goals**

**FIVE-YEAR STRATEGIC PLAN FOR 2016-2020**

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

**Agenda**

- Policy and Guidance
- Executive Function and Self-Regulation
- Importance of Purposeful Play
Policy and Guidance

Early Learning Standards

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.
Early Learning Standards Overview

- Referenced *National Association for the Education of Young Children* Program Standards
- Utilized the *Head Start Early Learning Outcomes Framework* to revise the Infant and Toddler Standards
- Updated the Three- and Four-Year-Old Standards to reflect minor changes in K-12 academic content standards
- Created seamless alignment for standards from birth through 12th grade

Early Learning Standards Organization

The Infant and Toddler Standards are organized into five content areas:

- Approaches to Learning
- Social and Emotional Development
- Language and Communication
- Cognition
- Perceptual, Motor and Physical Development.
Standards for three- and four-year-old children are 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

A guide to be used in facilitating state or other funded pre-k programs
Early Learning Guidelines Organization

Section I

• Entrance age

Section II

• Curriculum, educational materials and assessment (child and program)

Section III

• Organization and staff

Early Learning Guidelines

Section IV

• Parent participation and transportation

Section V

• Physical settings and outside play
Early Learning Guidelines Modifications

- Clarified classrooms that the Guidelines address
- Defined school readiness
- Combined the 3-year-old and 4-year-old guidelines into one document
- Defined “evidence-based program” per MS Code Annotated § 27-103-159

Early Learning Guidelines Modifications

- Clarified requirements for lesson planning to include integrated content areas using a thematic approach rather than isolated content
- Clarified requirements for establishing/maintaining/implementing learning centers in classrooms (integrated, standard based thematic approach)
- Established requirements and guidelines for completing health screens
Early Learning Guidelines Modifications

- Added the requirements for documentation to be included in Transition to Kindergarten folders
- Included Program Quality Assessment requirements and updated timeline for districts (previously MBE approved, updated, and extended timelines for districts)
- Clarified the length of school day per the MS Code Annotated § 37-13-63 & 67 and requirements for various elements of instructional day, and included sample schedules

Early Learning Guidelines Modifications

- Updated qualifications for teachers and assistant teachers including timelines for compliance (teacher qualification timeline extension)
- Added of special education classroom teacher qualification
- Added of options for assistant teachers to meet NIEER benchmarks
Executive Function and Self Regulation
Executive function and self regulation skills are the mental processes that enable us to plan, focus attention, remember instruction, and juggle multiple tasks successfully. These skills are critical to lifelong learning.

Video on executive function

Center on the Developing Child at Harvard University

https://youtu.be/efCq_vHUMqs
Executive Function

Executive Function and Self Regulation

Relies on three types of brain processes:

- Working Memory
- Inhibitory Control (Cognitive Self-Control)
- Mental Flexibility (Cognitive Flexibility)
Executive Function and Self Regulation

- **Working memory** refers to our ability to hold onto information so that one can act on that information at a later time.

  For example: remembering their role/scene in a play


---

Executive Function and Self Regulation

- **Mental flexibility (cognitive flexibility)** refers to our ability to maintain attention and to shift attention in response to different demands or roles in different settings.

  For example: building a tower; if it falls, child uses another strategy

Executive Function and Self Regulation

Inhibitory control (self control) enables us to set priorities and resist impulsive actions or responses.

For example: When frustrated; instead of hitting/kicking, the child is able to stop and think before acting

Standards this example would cover: SS.CHR.3B, SS. CHR.3D

Executive Function: What You Can Do – Start Early!

- establish routines
- model social behavior
- create and maintain supportive relationships
- foster creative center time and social connections
- teach children how to cope with stress
- provide opportunities for directing own actions with decreasing adult supervision (This is done over time.)
- provide daily physical activity (exercise)
Importance of Purposeful Play

Planning and providing children with varied activities and support throughout the day play a key role in helping children develop executive function skills. Therefore, provide many opportunities and support for pretend play.
Intentional Play in a Pre-K Classroom

Pretend play is a healthy part of every child’s social, emotional, and cognitive development.

How Play Supports Development

- Social skills are fostered
- Appreciation for relationships with others
- Instantiate and sustain social relationships with peers
- Fosters emotional regulatory skills
- Allows children to practice directing and negotiating action
How Play Supports Development

- Building positive emotional expressiveness
- Expresses more positive emotion
  Engaged, thoughtful, understanding
- Expresses less negative emotion
  Selfish, need for attention, anger
- Score higher on tests of emotional regulation and emotional understanding

Intentional Play in a Pre-K Classroom

There are two basic types of pretend play:

- fantasy play
- sociodramatic play

(Lindsey & Colwell, 2013)
### Fantasy Play

- Primarily occurs in ages 2 though 5.
- Peaks during the preschool years when children begin to interact with other children their own age and gain access to more toys and resources.
- 10-17% of all preschoolers’ play behavior can be grouped under this category.
- Child will continuously verbalize state of pretend, meaning the child does not stay completely in character and will continue explaining what he or she is pretending to be or do.

### Sociodramatic Play

- Once the guidelines for the pretend storyline are set, the child is completely immersed in this story and does not typically emerge from character to restate that something is pretend.
- Usually takes the form of an extended social narrative and imitates storylines that the child has been exposed to: Superman, Sleeping Beauty, home life, or a dog.
Play in a Pre-Kindergarten Classroom

This type of play benefits all areas of a child’s development and gives a child tools for experiences later in life such as emotional regulation, creativity, and logical reasoning.

Join in children’s pretend play to help guide their storyline, but allow children to expand their knowledge of the world around them by playing “make believe.”

https://www.psychologytoday.com/us/blog/moral-landscapes/201404/is-pretend-play-good-kids

What is going on in this classroom all day?
What is going on in this classroom all day?

The Importance of Play

• Pretend play helps children develop working memory
  ex. what props represent various items in a skit

Pretend play helps children develop cognition
  ex. think through different perspectives such as rule changes in a game
  Standards: TH:PR6.1.KA, TH:RE9.1.KA

Pretend play helps children develop inhibitory control
  ex. how to share two dolls with three people
The Importance of Play

You can support children in pretend play by:

Asking questions and supporting recall of details.

• What happened first, next, last?
• Tell me details about your trip to the store.

The Importance of Play

Connecting with children about things that interest them as they create and discover. Ask questions such as:

• What are you observing?
• Why do you think that happened?
• How can we solve it?
The Importance of Play

Modeling problem solving by showing them how to stay in control so they can focus on solutions. For example:

“It looks like there might be a problem deciding who gets the blue train. Let’s take a deep breath and calm down. Let’s talk about how you are feeling, what the problem is and how we can solve it.”

The Importance of Play

Gradually increase the difficulty over time

• If a child masters a five-piece puzzle, increase the difficulty by offering a puzzle with more pieces such as a seven or ten piece puzzle.
# Early Childhood Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Jill Dent</td>
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<tr>
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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

Published 2018
Revised 2018
ACKNOWLEDGEMENTS

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

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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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- Creative Expression Standards                                         | 60   |
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.
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.
EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Child manages feelings, emotions and support of familiar adults.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interacts with familiar adults for calming and comfort, to focus attention and to share joy.</td>
<td>1. Seeks to be close to familiar adults for help with strong emotions by physical or eye contact.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Child manages actions and behavior with support of familiar adults.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.</td>
<td>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.</td>
<td>1. Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs.</td>
</tr>
</tbody>
</table>

COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Child maintains focus and keeps attention with support.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>1. Participates in activities and experiences with people, objects, or materials that require attention and common or shared focus.</td>
</tr>
</tbody>
</table>
Child develops the ability to show persistence in actions and behavior.

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

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows repetitive patterns in actions or behaviors, but sometimes tries more than one way to solve a problem or interact with someone.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**INITIATIVE AND CURIOSITY**

Child demonstrates emerging initiative in interactions, experiences and explorations.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initiates interactions with familiar adults through expressions, actions, sounds or behaviors.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Child shows interest in and curiosity about objects, materials, or events.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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.</td>
<td>1. 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. 2. Actively resists actions or items not wanted.</td>
<td>1. Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pine cones in the fall.</td>
</tr>
</tbody>
</table>

CREATIVITY

Child uses creativity to increase understanding and learning.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
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<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses a variety of ways to interact with other people. Changes expressions, actions, or behaviors based on responses of others. 2. Makes discoveries about self, others and the environment.</td>
<td>1. Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick. 2. Uses objects in new ways.</td>
<td>1. Combines objects or materials in new and unexpected ways. 2. Shows interest in and curiosity about the world around them such as exploring new areas of a room. 3. Seeks out new information and explores new play and tasks both independently and with adult support. 4. Shows delight in creating something new.</td>
</tr>
</tbody>
</table>

Child shows imagination in play and interactions with others.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emerging</td>
<td>1. Uses sounds, gestures, signs, or words playfully through songs, fingerplays, or games.</td>
<td>1. Uses imagination to explore possible uses of objects and materials. Engages in make-believe play with other children.</td>
</tr>
</tbody>
</table>
**RELATIONSHIPS WITH ADULTS**

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interacts in predictable ways with familiar adults.</td>
<td>1. Seeks familiar adults for emotional support and encouragement.</td>
<td>1. Engages in positive interactions in a wide variety of situations with familiar adults.</td>
</tr>
<tr>
<td>2. Responds positively to familiar adults’ age appropriate efforts to help with stressful moments.</td>
<td>2. Reacts or may become distressed when separated from familiar adults.</td>
<td>2. Seeks familiar adults for comfort when distressed or tired.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognizes familiar adults.</td>
<td>1. Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches.</td>
<td>1. Often watches from a distance or waits for reassurance from a familiar adult before approaching someone new.</td>
</tr>
<tr>
<td>2. May avoid or withdraw from unfamiliar adults.</td>
<td>2. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
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<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicates needs to familiar adults by using a variety of behaviors.</td>
<td>1. Looks to or seeks help from familiar adults.</td>
<td>1. Asks a familiar adult for help or assistance when encountering difficult tasks or situations.</td>
</tr>
</tbody>
</table>
RELATIONSHIPS WITH OTHER CHILDREN

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Looks at attentively, touches or explores another child’s face.</td>
<td>1. Participates in simple back-and-forth interactions with another child.</td>
<td>1. Seeks out other children for social interactions including initiating contact and responding to others.</td>
</tr>
<tr>
<td>2. Show recognition for familiar children through actions or behaviors.</td>
<td>2. Interacts with a few children or a regular basis.</td>
<td>2. Develops friendships and engages in more elaborate play with friends.</td>
</tr>
</tbody>
</table>

Child imitates and engages in play with other children.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
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<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Participates in simple imitation games, such as making similar sounds or running after another child.</td>
<td>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.</td>
</tr>
<tr>
<td>2. Plays next to other children with similar toys or materials.</td>
<td>2. Plays next to other children with similar toys or materials.</td>
<td></td>
</tr>
</tbody>
</table>

EMOTIONAL FUNCTIONING

Child learns to express a range of emotions.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
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</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>1. Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.</td>
</tr>
</tbody>
</table>
Child recognizes and interprets emotions of others with the support of familiar adults.

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

Child expresses care and concern towards others.

<table>
<thead>
<tr>
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<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. May imitate another person’s distressed emotions/facial expressions.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Child manages emotions with the support of familiar adults.

<table>
<thead>
<tr>
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<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is comforted by a familiar adult.</td>
<td>1. Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors.</td>
<td>1. Shows developing ability to cope with stress or strong emotions by using familiar strategies.</td>
</tr>
</tbody>
</table>

**SENSE OF IDENTITY AND BELONGING**

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learns about self by exploring hands, feet, body and movement.</td>
<td>1. Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Child recognizes, appreciates and respects characteristics of self and others.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responds to own name when stated by a familiar adult.</td>
<td>1. Develops self-awareness (recognizing self as separate individual from caregiver).</td>
<td>1. Identifies obvious physical similarities, differences and compares characteristics between self and others.</td>
</tr>
<tr>
<td>2. Distinguishes primary caregivers from others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child shows confidence in own abilities through relationships with others.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Child develops a sense of belonging through relationships with others.

<table>
<thead>
<tr>
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<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows awareness of familiar routines by behaviors.</td>
<td>1. Anticipates familiar routines or activities.</td>
<td>1. Refers to personal or family experiences and events that have happened in the recent past.</td>
</tr>
</tbody>
</table>
## ATTENDING AND UNDERSTANDING

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attends to verbal and non-verbal communication by turning toward or looking at a person.</td>
<td>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.</td>
<td>1. Shows recognition of words, phrases and simple sentences.</td>
</tr>
<tr>
<td>2. Participates in back and forth interactions by exchanging facial expressions and language sounds with familiar adults.</td>
<td>2. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior and/or spoken words.</td>
<td></td>
</tr>
</tbody>
</table>

Child learns from communication and language experiences with others.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Participates in joint attention with a familiar adult by looking back and forth between the adult and object.</td>
<td>1. Participates in longer periods of joint attention with familiar adults (16-24 months up 5 minutes; 24-36 months up to 10 minutes).</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
**COMMUNICATING AND SPEAKING**

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
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</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “more” when eating.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses facial expressions, including smiling, gestures or sounds, including cooing or babbling, to engage familiar adults in social interaction.</td>
<td>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.</td>
<td>1. Uses words, sign language, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.</td>
</tr>
</tbody>
</table>
Child uses increasingly complex language in conversation with others.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
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<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explores and/or attempts to repeat sounds common in many languages, such as “ma-ma” or “ba-ba.”</td>
<td>1. Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or sign language. 2. Communicates mainly about objects, actions and events happening in the here and now.</td>
<td>1. Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses. 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.</td>
</tr>
</tbody>
</table>

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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Participates in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.</td>
<td>1. Asks simple questions using gestures, such as pointing, sign language or words with variations in the rise and fall of the voice.</td>
<td>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?”</td>
</tr>
</tbody>
</table>

VOCABULARY

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.</td>
<td>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.</td>
<td>1. Comprehends an increasing number of words or sign language in simple sentences during conversations and interactions with familiar adults and children.</td>
</tr>
</tbody>
</table>
Child uses an increasing number of words in communications and conversations with others.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. May use sign language, gestures, or expressions for familiar people or objects.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**EMERGENT LITERACY**

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
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<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens and attends to culturally and linguistically familiar words or sign language in rhymes or songs.</td>
<td>1. Says or signs a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explores a book by touching it, patting it, or putting it in mouth.</td>
<td>1. Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Child recognizes pictures and some symbols, signs, or words.

<table>
<thead>
<tr>
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<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Looks at pictures of familiar people, animals, or objects while a familiar adult points at and/or names the person, animal, or object.</td>
<td>1. Points at, uses sign language or gestures, says name of, and/or talks about animals, people, or objects in photos, pictures, or drawings.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Child comprehends meaning from pictures and stories.

<table>
<thead>
<tr>
<th>Birth to 9 Months</th>
<th>8 Months to 18 Months</th>
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</thead>
</table>

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

<table>
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<tr>
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<th>8 Months to 18 Months</th>
<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emerging</td>
<td>1. Makes marks on paper with a large crayon or marker to explore writing materials.</td>
<td>1. Makes scribbles on paper to represent an object or action even though a familiar adult might not recognize what it is.</td>
</tr>
</tbody>
</table>
EXPLORATION AND DISCOVERY

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

<table>
<thead>
<tr>
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<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses the senses and a variety of actions to explore people and objects.</td>
<td>1. Acts intentionally to achieve a goal or when manipulating an object.</td>
<td>1. Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<th>Birth to 9 Months</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Repeats an action to make things happen or to get a familiar adult to repeat an action.</td>
<td>1. Engages in purposeful actions to cause things to happen.</td>
<td>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.</td>
</tr>
</tbody>
</table>

MEMORY

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

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Recognizes familiar people by their faces or voices. 2. Recognizes that some people are unfamiliar by their faces and voices.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Child recognizes the stability of people and objects in the environment.

<table>
<thead>
<tr>
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<th>16 Months to 36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows awareness that familiar adults and objects still exist when they are out of sight or sound range.</td>
<td>1. Searches for hidden/missing familiar adults or objects in the place they were last seen or found.</td>
<td>1. Uses a variety of search strategies to find hidden familiar adults or objects.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Shows excitement for or about a toy or other object that was played with days earlier.</td>
<td>1. Remembers how to use objects or materials from previous experience. 2. Anticipates routines or events by taking action.</td>
<td>1. Tells others about memories and past experiences. 2. Remembers how to do a series of actions that were observed at an earlier time.</td>
</tr>
</tbody>
</table>

**REASONING AND PROBLEM SOLVING**

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

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1. Engages in simple repeated actions to reach a goal.</td>
<td>1. Explores how to make something happen again or explores how something works by doing actions repeatedly.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Child uses reasoning and planning to solve problems.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Uses own actions or movements to solve simple problems.</td>
<td>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.</td>
<td>1. Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations.</td>
</tr>
</tbody>
</table>
EMERGENT MATHEMATICAL THINKING

Child develops sense of number and quantity.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Attends to quantity in play with multiple objects.</td>
<td>1. Uses a few basic number words or signs to refer to change in the number of objects.</td>
<td>1. Uses language to refer to quantity.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Explores or watches objects when they move.</td>
<td>1. Explores how objects fit together, how they fit with other objects and how they move through space.</td>
<td>1. Predicts or anticipates how objects move through space or fit together or inside other things.</td>
</tr>
</tbody>
</table>

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

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</thead>
<tbody>
<tr>
<td>1. Explores differences between familiar or unfamiliar adults or between different types of objects.</td>
<td>1. Matches objects by similar or related characteristics.</td>
<td>1. Sorts objects into two groups based on a single characteristic.</td>
</tr>
</tbody>
</table>
**IMITATION AND SYMBOLIC REPRESENTATION AND PLAY**

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

<table>
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</thead>
<tbody>
<tr>
<td>1. Engages in give-and-take imitation games and play.</td>
<td>1. Imitates what other people did earlier.</td>
<td>1. Imitates more complex actions, words, or signs at a later time to communicate, make, or do something.</td>
</tr>
</tbody>
</table>

Child uses objects or symbols to represent something else.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Emerging</td>
<td>1. Uses toy objects in the same ways as the real objects they represent are used.</td>
<td>1. Uses objects as symbols to represent other objects during pretend play.</td>
</tr>
</tbody>
</table>

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

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</tr>
</thead>
<tbody>
<tr>
<td>1. Emerging</td>
<td>1. Imitates everyday actions of others.</td>
<td>1. Acts out routines, stories, or social roles using toys and other materials as props.</td>
</tr>
</tbody>
</table>
**PERCEPTION**

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

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</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

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</thead>
<tbody>
<tr>
<td>1. Adjusts balance and movement with the changing size and proportion of child’s own body in response to opportunities in the environment.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**GROSS MOTOR**

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

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</thead>
<tbody>
<tr>
<td>1. Explores new body positions and movements.</td>
<td>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.</td>
<td>1. Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.</td>
</tr>
</tbody>
</table>
Child demonstrates effective and efficient use of large muscles to explore the environment.

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</thead>
<tbody>
<tr>
<td>1. Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment.</td>
<td>1. Uses body to position, balance, and especially to move, explore and examine materials, activities and spaces.</td>
<td>1. Uses variety of movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.</td>
</tr>
</tbody>
</table>

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

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</thead>
<tbody>
<tr>
<td>1. Responds to sounds and sights in the environment by positioning head or body to understand the information in the event.</td>
<td>1. Shows awareness as skilled crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.</td>
<td>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.</td>
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</tbody>
</table>

**FINE MOTOR**

Child coordinates hand and eye movements to perform actions.

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</thead>
<tbody>
<tr>
<td>1. Coordinates hands and eyes when reaching for and holding steady or moving objects.</td>
<td>1. Uses hand-eye coordination for more difficult actions.</td>
<td>1. Uses hand-eye coordination when participating in routines, play and activities.</td>
</tr>
</tbody>
</table>

Child uses hands for exploration, play and daily routines.

<table>
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</thead>
<tbody>
<tr>
<td>1. Uses single actions to explore shape, size, texture and weight of objects.</td>
<td>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.</td>
<td>1. Plans ways to use hands for various activities, such as stacking, building, connecting and self-care skills or routines.</td>
</tr>
</tbody>
</table>
Child adjusts reach and grasp to use tools.

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Uses increasingly developed grasps and matches the grasp to the task, such as using the whole hand to bang objects together.</td>
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</tr>
<tr>
<td>1. Extends reach by using simple tools.</td>
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<td></td>
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</tr>
<tr>
<td>1. Adjusts grasp to use different tools for different purposes.</td>
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</table>

**HEALTH, SAFETY AND NUTRITION**

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

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</tr>
</thead>
<tbody>
<tr>
<td>1. Emerging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Expects and cooperates in daily self-care routines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Participates in healthy self-care routines with more independence.</td>
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</tbody>
</table>
Child uses safe behaviors with support from familiar adults.

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. Learns some differences between safe and unsafe play behaviors, such as classroom rules.</td>
</tr>
</tbody>
</table>

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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Emerging</td>
<td>1. Shows interest in new foods that are offered.</td>
<td>1. Shows willingness to try new, healthy foods when offered on many occasions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Begins to make healthy choices about which foods to eat when offered several choices, with support from a familiar adult.</td>
</tr>
</tbody>
</table>
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.
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. No developmentally appropriate standard.

9. No developmentally appropriate standard.

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).
THREE-YEAR-OLD CHILDREN

Reading Standards for INFORMATIONAL TEXT

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. No developmentally appropriate standard.

9. No developmentally appropriate standard.

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. No developmentally appropriate standard.
   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. No developmentally appropriate standard.

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. No developmentally appropriate standard.
   d. Recognize initial sound in first name.
   e. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).
   f. No developmentally appropriate standard.

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. No developmentally appropriate standard.
   c. Recognize own name and environmental print.
   d. No developmentally appropriate standard.

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.
Three-Year-Old Children

Standards for Writing

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. No developmentally appropriate standard.

3. No developmentally appropriate standard.

Production and Distribution of Writing

4. No developmentally appropriate standard.

5. No developmentally appropriate standard.

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

Research to Build and Present Knowledge

7. No developmentally appropriate standard.

8. With prompting and support, recall information from experiences to answer questions.

9. No developmentally appropriate standard.

Range of Writing

10. No developmentally appropriate standard.
The standards 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.
THREE-YEAR-OLD CHILDREN

Standards for SPEAKING AND LISTENING

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.
Three-Year-Old Children

Standards for LANGUAGE

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. No developmentally appropriate standard.
   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. No developmentally appropriate standard.

Knowledge of Language

3. No developmentally appropriate standard.

Vocabulary Acquisition and Use

4. No developmentally appropriate standard.

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. No developmentally appropriate standard.
   d. No developmentally appropriate standard.

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 MATHMATICS

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. No developmentally appropriate standard.

**Count to tell the number of objects.**

3. With guidance and support, attempt to count concrete objects and actions up to 3.
   a. No developmentally appropriate standard.
   b. No developmentally appropriate standard.
4. No developmentally appropriate standard.
   a. No developmentally appropriate standard.

**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. No developmentally appropriate standard.
3. No developmentally appropriate standard.
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. No developmentally appropriate standard.

*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. No developmentally appropriate standard.
Standards for
APPROACHES TO LEARNING • SOCIAL AND EMOTIONAL DEVELOPMENT • SCIENCE • PHYSICAL DEVELOPMENT • SOCIAL STUDIES • CREATIVE EXPRESSION

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. No developmentally appropriate standard.
3. No developmentally appropriate standard.
4. With guidance and support, explore properties of solid objects.
   a. With guidance and support, identify position of objects.
   b. No developmentally appropriate standard.
   c. 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. No developmentally appropriate standard.
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. No developmentally appropriate standard.
   b. No developmentally appropriate standard.
   c. 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. No developmentally appropriate standard.
   b. No developmentally appropriate standard.

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. No developmentally appropriate standard.
3. No developmentally appropriate standard.
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.
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.
FOUR-YEAR-OLD CHILDREN

Reading Standards for LITERATURE

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. No developmentally appropriate standard.

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).
FOUR-YEAR-OLD CHILDREN
Reading Standards for INFORMATIONAL TEXT

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).
FOUR-YEAR-OLD CHILDREN

Reading Standards for FOUNDATIONAL SKILLS

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. No developmentally appropriate standard.
   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.

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. No developmentally appropriate standard.
   c. Recognize own name, environmental print and some common high-frequency sight words.
   d. No developmentally appropriate standard.
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. No developmentally appropriate standard.

3. No developmentally appropriate standard.

Production and Distribution of Writing

4. No developmentally appropriate standard.

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

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

Research to Build and Present Knowledge

7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.

8. With prompting and support, recall information from experiences to answer questions.

9. No developmentally appropriate standard.

Range of Writing

10. No developmentally appropriate standard.
The standards 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.
FOUR-YEAR-OLD CHILDREN
Standards for **SPEAKING and LISTENING**

**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. No developmentally appropriate standard

Vocabulary Acquisition and Use

4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.
   a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).

5. With guidance and support, explore word relationships and word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).
   c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).
   d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).
6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.
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.
FOUR-YEAR-OLD CHILDREN

APPROACHES TO LEARNING Standards

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.

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. No developmentally appropriate standard.
   c. 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.
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
MISSISSIPPI
Early Learning Guidelines
for classrooms serving
Three- and Four-Year-Old Children

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STATE SUPERINTENDENT OF EDUCATION

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CHIEF ACADEMIC OFFICER

Published, 2018
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<tr>
<th>Name</th>
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<td>LaKendria April</td>
<td>Pre-K Teacher</td>
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Introduction

This manual has been prepared for use by administrators, counselors, teachers, and other authorized staff in the pre-kindergarten programs of Mississippi and is to be used as a guide in facilitating state or other funded pre-kindergarten programs such as federal, local, tuition-based, and philanthropically funded programs. In past years, the manual for the Mississippi Early Learning Guidelines for Classrooms Serving Three-Year-Old Children and the manual for the Mississippi Early Learning Guidelines for Classrooms Serving Four-Year-Old Children have been separate documents. These manuals have been combined to streamline documentation since the guidance is very similar. This manual also includes guidance for serving pre-kindergarten students with disabilities, as appropriate for meeting the needs of individual students based on their Individualized Education Program (IEP).

Any elementary, including pre-kindergarten, and/or secondary school system, accredited by the Mississippi State Department of Education, the Southern Association of Colleges and Schools, the Mississippi Association of Independent Schools, the American Association of Christian Schools, the Association of Christian School International, a school affiliated with Accelerated Christian Education, Inc., and any Head Start program operating in conjunction with an elementary school system, whether it is public, private or parochial, whose primary purpose is a structured school or school readiness program is exempt from licensing by the Mississippi State Department of Health. If a classroom is located in a public school and sponsored by a non-public school organization, the classroom must be licensed unless named in the exemption requirements section of the Child Care Regulations or a letter of joint sponsorship is provided by the school district and non-profit sponsor that is approved by the Mississippi State Department of Health. Pre-kindergarten providers not located in public schools are required to be licensed by the Mississippi State Department of Health.

Additionally, this manual includes guidance for any classroom that serves three- and four-year-old children including pre-kindergarten lab schools located on public school campuses and licensed by the Mississippi Department of Health. The chart below describes the requirements and options for each type of program.
Facilities or programs claiming exemption are required, upon the written request of the licensing agency, to provide documentation of the facts claimed to support the basis for the exemption, which sworn by affidavit to be true and accurate under the penalties of perjury. However, any entity exempt from the requirements to be licensed but voluntarily choosing to obtain a license is subject to all provisions of the licensing law and regulations. (Regulations Governing Licensure of Child Care Facilities, Office of Health Protection, Mississippi State Department of Health, Effective August 15, 2013, pg. 2.)

Pre-Kindergarten Philosophy and Goals for Three- and Four-Year-Old Children

The early childhood years are a critical time in the development for every child. The learning that takes place during the first eight years of life serves as the foundation for all later academic, social, emotional, physical and motor development. All children are capable of learning and meeting developmental milestones. Therefore, the Early Learning Guidelines are proposed to assist all early childhood educators in their efforts to provide a high-quality research-based program serving pre-kindergarten children at three and four years of age to support school readiness.
SCHOOL READINESS DEFINITION

“Responsibility for school readiness lies not with children, but with the adults who care for them and the systems that support them,” (National Governors Association, 2005., p. 29)

School readiness is a multi-dimensional construct that goes beyond the skills, knowledge, and disposition of children as they enter kindergarten. Children are eligible for school when they have reached the chronological age established by the state, as described on page 1; however, school readiness is achieved through a combination of efforts involving children, families, schools, communities, and the state.

**READY CHILDREN** show an eagerness to explore, discover, engage, and learn. They demonstrate interest and abilities in all dimensions of early learning and development: social and emotional development; language development; cognition and general knowledge; physical well-being and motor development; and approaches toward learning. Children are unique individuals, who do not develop at the same time or in the same way. Therefore, school readiness should be viewed as a continuum of behaviors rather than an inflexible or narrow set of proficiency skills. Any age-eligible child who is eager to attend kindergarten should be deemed “ready.”

**READY FAMILIES** recognize their role as their child’s first and most stable teacher and advocate while understanding their child’s current level of development. Families ensure a safe and consistent environment, promote good health, provide steady and supportive relationships, and understand their relationship with the school system to ensure a smooth transition.

**READY SCHOOLS** provide a welcoming and accepting environment for all and have professional educators who consistently advance growth and achievement for students with diverse backgrounds, experiences and abilities while working in partnership with families and communities.

**READY COMMUNITIES** include businesses, faith-based organizations, early childhood service providers, community groups, and local governments collaborating to support schools and children’s long-term success by providing families access to information, affordable services, and high-quality early learning opportunities.

**READY STATES** play a crucial part in supporting communities, schools, and families through developing appropriate policies; providing adequate funds; ensuring access to high-quality early development and learning opportunities; preparing and retaining a world-class early childhood workforce; ensuring an infrastructure to coordinate services, including data systems for accountability and demonstrating political leadership to make school readiness a state priority.

All children attending a high-quality pre-kindergarten program will:

1. improve their self-concept;
2. increase their intellectual growth;
3. enlarge their understanding of the world, people, experiences, ideas;
4. increase competencies and skills in oral language, literacy, writing, listening, and thinking;
5. increase their competencies and skills in mathematical reasoning and scientific exploration;
6. increase their skills involved in physical coordination and gross and fine motor skills;
7. increase their competence in dealing with emotions, feelings, and social situations;
8. increase their self-direction and independence;
9. develop cooperative, trusting relationships;
10. develop their natural curiosity and creative potential; and
11. develop a love of learning.

**Learning Principles**

The Early Learning Guidelines outlined in this document are built on high-quality research and evidence-based principles. The following principles are required in the learning environment and curriculum in the classroom:

1. Skills and concepts specific to developmental domains developed by the Mississippi Department of Education are foundational to all instruction.
   a. English Language Arts
   b. Mathematics
   c. Social Studies
   d. Science
e. Approaches to Learning
f. Social and Emotional Development
g. Physical Development
h. The Arts

2. Learning activities that acknowledge children’s individual rates of development are evident.

3. Children are in an inclusive learning environment that embraces diversity.

4. Children use their senses in the instructional process (seeing, hearing, touching, tasting, and smelling).

5. Active engagement (exploring, playing, manipulating, and problem solving) is the primary strategy for delivering instruction.

6. Children are taught using a combination of instructional strategies, which includes active engagement in integrated learning centers, speaking and listening, participating in large and small group, and individual instructional settings.

7. Attitudes and examples from teachers and in lesson content taught reflect a positive problem solving approach. Therefore, attention should be given to instructional methods, emotional climate, environment, peer-to-peer interaction and educator-child interaction.

8. Children have experiences that are sensitive to the value of play, for it is through play that children create their own meaning and learning.

Children need opportunities to engage in application of the principles being introduced through the curriculum. Therefore, one of the requirements for classrooms serving three- and four-year-olds is that the majority of the instructional delivery be organized around a variety of integrated learning centers with responsive interactions among children, their peers, and adults. These experiences provide opportunities for children to acquire skills and concepts through hands-on engaged learning while the teacher is facilitating appropriate language development through meaningful conversations with others.
Requirements for Voluntary Enrollment

A. ENTRANCE AGE

1. Required Age
   A child is eligible for a three-year-old program if they reach three years of age on or before September 1. A child is eligible for enrollment in a four-year-old program if they reach four years of age on or before September 1st.

2. Required Documentation
   A birth certificate and immunization record (Form 121) are required for all pre-kindergarten children and shall be presented to the proper school authority. If the pre-kindergarten (three- and/or four-year-old) program is located in a public school setting, the information in Section 1 of the Mississippi Cumulative Folders and Permanent Records document must be followed (Mississippi Code Ann. §37-15-1).
A. GUIDELINES FOR CURRICULUM

1. Curriculum

Requirements for Curriculum Pre-kindergarten programs use a research- and evidence-based comprehensive curriculum that is designed to prepare children to be ready for kindergarten, with emphasis in early literacy, and is aligned with the Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children and the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children. Mississippi Code Annotated § 27-103-159 defines “evidence-based program” as “a program or practice that has had multiple site random controlled trials across heterogeneous populations demonstrating that the program is effective for the population.” Additionally, the curriculum contains thematic units of activities and ideas designed to provide children the opportunities and experiences needed to master the performance standards in the Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children and the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children. Visit www.mdek12.org/EC for a current listing of approved curricula. Lesson planning documents should reflect Early Learning Standards that are targeted through each lesson and learning center activities that are used throughout the thematic unit.

2. Learning Centers

a. Daily Use Instructional delivery shall be organized primarily using a variety of learning centers. A minimum of five (5) different learning centers shall be organized, arranged, and labeled so they are accessible to all children for a minimum of 120 minutes per day in full day programs and 60 minutes in part/half day programs. The MDE recognizes the definition of learning centers as identified in literature as “distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels”. (Copple & Bredekamp, 2006). In addition, NAEYC (2007) publications state that learning centers:
   - Engage students in learning
   - Promote development of the whole child
• Integrate multiple subject matters so that learning happens in a meaningful context
• Assess student understanding and knowledge through observation and authentic assessment practices
• Foster a love of learning


Learning centers provide children with hands-on opportunities to practice learning and thematic unit concepts. Learning relies heavily on experiential, hands-on activities. Each early learning classroom must include the following:

• Primary Centers for each classroom contain a book/library center, math/manipulative center, and creative art center.
• Additional integrated learning centers are added to address child interest and support current learning topics so that at least five (5) integrated learning centers are available.
• Available space in learning centers should be sufficient to accommodate simultaneous use by the number of children enrolled in the classroom while maintaining appropriate numbers of children in each learning center.
• Children have access to fiction and non-fiction books and writing materials during learning center time and throughout the day that are appropriate to the child’s developmental state.
• Worksheets are inappropriate for use at this developmental level, and should not be a part of the curriculum.
• Learning centers should offer a variety of activities and materials for simultaneous use by children.

In addition to the three (3) primary learning centers identified in this section, additional learning centers may include those from the list below to meet the minimum requirement of five (5) integrated learning centers per classroom. Except for the three (3) primary centers identified previously, the remaining learning centers shall be rotated and changed throughout the year. The following is a list of possible learning centers:

• Science Center
• Oral Language/Phonemic Development Center
• Cooking Center
• Blocks, Wheel Toys, and Construction Center
• Sand and/or Water Center
• Woodworking Center
• Music Center
• Listening Center
• Dramatic Play
• Creative Writing Center
• Social Studies Center
• Technology Center
• Motor Development Center

b. **Space Limitations**  If space is limited, some of the centers may be combined.

c. **Use of Classroom Technology**  Computers and similar technological devices are only to be used in the classroom as instructional tools.

d. **Resource Materials**  Teachers use, at a minimum, the resources developed by the Mississippi Department of Education in curriculum planning such as the [Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children](#) and/or the [Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children](#), [Mississippi Teaching Strategies for Classrooms Serving Four-Year-Old Children](#), and the Developmental Checklist for [Three](#) and [Four](#)-Year-Old Students. Other resources such as the [Kindergarten Readiness Assessment: Next Steps for Districts](#), [School District Pre-K Determination Guidance](#), [Mississippi Guide to Starting a Title I Pre-K Program](#) and the [Kindergarten Transition Plan](#) are also available for programs to access. These materials can be found at [www.mdek12.org/ec](http://www.mdek12.org/ec).

**B. GUIDELINES FOR EDUCATIONAL MATERIALS**

1. **Requirement for Equipment and Educational Materials**
   The initial expenditure for any new equipment, instructional materials, and consumable supplies must be adequate to equip a classroom of a maximum capacity of 14 three-year-old or 20 four-year-old children. Classroom teachers should select instructional materials that are most suited for their classrooms and the developmental needs of their students.
2. **Requirement for Instructional and Consumable Materials**
   The pre-kindergarten program will replenish the consumable supplies and instructional materials in each classroom at least once per year.

   Additional information on materials can be found at [www.mdek12.org/ec](http://www.mdek12.org/ec) in the document titled “Mississippi Guide to Starting a Title I Pre-K Program.”

C. **GUIDELINES FOR ASSESSMENT**

1. **Requirement for Assessment and Screening**
   A continuous evaluation through a variety of techniques, procedures, and tools is used to determine each child’s needs. Information obtained from ongoing assessments is reflected in lesson plans to address children’s needs collectively, as well as individually.

   - All schools conduct vision and hearing screenings for all pre-kindergarten students within the first 45 days of the beginning of school.

   - All physical or developmental screening results are reviewed and all necessary education or developmental referrals made within 30 days of the initial screening.

   - Programs will conduct the comprehensive early learning observational assessment with pre-kindergarten children as described in the program assessment section below.

   - While the Multi-Tiered System of Supports (MTSS) is not required for pre-kindergarten students, districts can develop and utilize their own procedures for determining what intervention services, if any, pre-k students may receive, bearing in mind that interventions cannot be used to delay or deny an evaluation for special education services to a student who is suspected of having a disability.

   - It is recommended that students who show deficits on developmental screenings be given an intervention, which may be administered and documented by the classroom teacher. The student can then be given a follow-up screener to determine if the intervention was successful. If the student has not made sufficient progress, an additional intervention may be put in place, or the student may be referred for an evaluation for special education services, if data collected support the suspicion of a disability. When making a referral, districts should follow their Child Find procedures.
2. **Recommended Screening**
A comprehensive health screening (Early and Periodic Screening, Diagnosis, and Treatment-EPSDT) or a standard physical conducted by a child’s health care provider or health department is recommended for all pre-kindergarten students. EPSDT screenings/standard physicals should be conducted within 45 days of the beginning of school by either a private health care provider of the parents’ choosing, or through school resources such as school nurses, or the local Department of Health. Parents are strongly encouraged to attend screenings conducted at the school. A standard physical form is submitted for all screenings conducted by a private health care provider.

3. **Requirement for Standardized Testing**
All four year-old-students participating in public pre-kindergarten shall be administered the state approved kindergarten readiness assessment. Paper and pencil standardized tests are not appropriate measures for three or four-year-old children. Any technology based assessment should be administered using touch-based technology devices. Children should know how to use a mouse. Therefore, multiple opportunities to practice using a mouse must be given.

4. **Requirement for Individualized Assessments**
School districts containing pre-kindergarten programs collaborate with Mississippi’s state-recognized birth to three-year-old provider, First Steps, to formulate a plan regarding services. This plan ensures any child currently receiving services continues to receive services based on the Individualized Family Service Plan (IFSP) or an Individualized Education Plan (IEP). Each school district should follow Child Find procedures as stated in Individuals with Disabilities Education Act (IDEA). Children who are determined eligible shall receive services as stated in the child’s IEP.

5. **Requirement for Documentation**
Teachers use observational checklists to measure the child’s progress according to the *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children* and the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children* (e.g. curriculum-based, teacher-generated, or MDE developed pre-kindergarten checklists). At least one additional method of assessment is used in real time through technology for children in a four-year-old program (e.g. Mississippi’s Pre-kindergarten Readiness Assessment). Principals shall ensure that pre-kindergarten teachers discuss child progress with kindergarten teachers throughout the year.

At a minimum, each classroom serving four-year-old children must develop a transition folder to follow each child to kindergarten. The folder must contain the following:

- End-of-year Kindergarten Readiness Assessment Score/Summary Sheet
• End-of-year developmental screening results (if the classroom completes a spring or end-of-term screening).

• End-of-year results from other assessments used in the classroom

• A school-issued final report card/skills checklist OR a completed Developmental Checklist for 4-Year-Old Students (located here: www.mdek12.org/EC)

• A child information sheet containing some or all of the following (a sample sheet is located here: www.mdek12.org/EC):
  o Child’s name, date of birth, preferred name, photo, languages spoken
  o Parents’ names (and/or other adults/caregivers), address, phone, and preferred time and way to contact (in accordance with school policy)
  o Child’s favorite things (activity, toy, food, color, book, center, etc.)
  o Child’s play and learning styles
  o Child’s skills and proficiencies
  o Child’s areas of growth and what they do not like to do
  o Child’s personality/temperament traits

• Work samples (2 or 3 samples that demonstrate the child’s capabilities). May include:
  o Free art
  o Guided art
  o Writing sample
  o Learning center products (e.g. block construction)

6. **Program Quality Assessment**

**Rate of Readiness**
Schools providing services to pre-kindergarten aged children, receive an annual evaluation to ensure the effectiveness of services on improving children’s learning and well-being. Evaluation occurs for the Early Learning Collaboratives (collaborative) and other pre-kindergarten classrooms (e.g. Title I, local-funded, tuition-based, lab-school) in Mississippi public schools. Evaluation consists of two parts: rate of readiness and monitoring.
The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children’s learning. A site score is comprised of the sum of subscores from the following tools:

- The Mississippi K-3 Assessment Support System (MKAS²)
- A comprehensive early learning observational screener (Brigance Screen III)
- Classroom Assessment Scoring System (CLASS)

Each four-year-old child in a pre-kindergarten classroom completes the MKAS². All of the individual scores will be averaged together into one subscore, if a school/site has more than one classroom.

Each child will be assessed by the classroom teacher with Brigance.

A CLASS observation is completed in each applicable classroom by MDE Certified CLASS Observers. The scores will be averaged together into one CLASS subscore for schools/sites with more than one classroom.

Monitoring is a process where evidence is provided to ensure compliance with the Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Olds, and/or best practices in early childhood.

The phases of implementation for pre-kindergarten classroom Program Quality Assessments are listed below:

<table>
<thead>
<tr>
<th>Collaborative Classrooms</th>
<th>Other Pre-K Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year 2017-2018</td>
<td>School Year 2018-2019</td>
</tr>
<tr>
<td>• MKAS²</td>
<td>• MKAS²</td>
</tr>
<tr>
<td>• Brigance</td>
<td>• Brigance</td>
</tr>
<tr>
<td>• CLASS</td>
<td>• CLASS</td>
</tr>
</tbody>
</table>

**Monitoring**

**Early Learning Collaborative Monitoring**
All sites will receive a monitoring visit at least once during the school year between November and May. Representatives from the MDE will utilize the Early Learning Collaborative Monitoring Tool.

**Other Pre-K Classroom Monitoring**
Other pre-kindergarten classrooms following the *Mississippi Early Learning Guidelines for Classrooms Serving Three-and Four-Year-Olds* must develop an internal procedure for monitoring their pre-kindergarten. Early childhood staff members from the Mississippi Department of Education will conduct on-site monitoring to determine the district’s adherence to program standards. Other pre-kindergarten classrooms are monitored utilizing Standard 17.2 when the school district is audited through the Educational Accountability Audit Service Providers.
EAASP with the Office of Accreditation. During the monitoring visit, a CLASS observation will be conducted by MDE staff to obtain the school/site’s rating. The Office of Early Childhood provides technical assistance to school districts cited in EAASP audits.

**Rate of Readiness Scores**

The school/site score will be measured through the MKAS² scores, Brigance Screen III, and CLASS rating. Each site will receive a score based on a 100 point scale. MKAS² scores will receive up to 25 points, Brigance scores will receive up to 25 points, and the CLASS rating will receive up to 50 points. For school/sites with more than one classroom, all of the CLASS scores will be averaged.

School/site score breakdown by assessment tool:

A. **MKAS² Scoring**
   - Average percent of district school site children meeting 498
   - Percentage of children that meet 498 by the end of the year
   - 0-29% = 0 points
   - 30-49% = 8 points
   - 50-65% = 15 points
   - 66-100% = 25 points
   - OR
   - Percent of children that demonstrate an average point gain of 98 per site
   - 0-24% = 0 points
   - 25-39% = 8 points
   - 40-49% = 15 points
   - 50-100% = 25 points

B. **Brigance Screen III**
   - To be determined based on the pilot year of Brigance utilized in the Early Learning Collaboratives.
   - Up to 25 points

C. **CLASS Ranges**
   - Low = 1 – 2
   - Mid = 3 – 5
   - High = 6 – 7
   - Meet an average of a 5 and a minimum of 2.8 in the Instructional Support domain
   - 1.00-2.99 = 0 points
   - 3.00-3.99 = 15 points
   - 4.00-4.99 = 30 points
   - 5.00-7.00 & ≤ 2.8 IS = 30 points
   - 5.00-7.00 & ≥ 2.8 IS = 50 points

**Site Score (A+B+C)**

*Percentage, point gain, and all corresponding point ranges will be determined prior to implementation.

**Rate of Readiness Determination**

The rate of readiness is assigned based on the site score achieved. The point breakdown for the rate of readiness is as follows:

- **Successful**: site score of 70+ points
- **Probation**: site score of 69 points and below (The first year in this category initiates a one year probationary period. After the first probationary year, the partner site has to score 70 + points to continue funding.)
- **Non-eligible**: site score of 69 and below and has been on probation for one year

**Collaborative Rate of Readiness**

It is expected that each site within a collaborative would achieve a successful score. If a site does not meet the criteria for a successful score, the site will move into a probationary period. During the probationary year, the program will develop a plan for improvement and receive technical assistance to support growth. If the probationary year is complete and the site still does not achieve a successful score,
then the program becomes non-eligible for collaborative funding. If a collaborative lead site moves into the second year of probation and becomes non-eligible, then another eligible partner site will take over as the lead program.

**Other Pre-Kindergarten Classroom Rate of Readiness**

The rate of readiness score will be applied to other pre-kindergarten classrooms starting school year 2018-2019. Technical assistance and professional development will be provided, if requested.

It is expected that each site would achieve a successful score. If a successful score is not achieved, the school/site will develop a plan for improvement and receive technical assistance to support growth.

The MDE is responsible for oversight of all public pre-kindergarten programs, including preschool programs operated, in whole or in part, with Title I funds (ESEA sections 1111, 9304).

Special education self-contained classroom funding would not be restricted due to the scoring; however, growth is expected to be seen from year to year. Technical assistance will be provided to assist sites in their growth.
Organizational Procedures and Staff

A. ORGANIZATION

1. **Requirement for Teacher-Child Ratio**
   The teacher-child ratio for classrooms serving three-year-olds is 1:7 maximum. The teacher-child ratio for classrooms serving four-year-olds is 1:10 maximum. If an assistant teacher is assigned in the pre-kindergarten classroom for the entire day, the teacher-child ratio for classrooms serving three-year-olds does not exceed 2:14 maximum at any time, while the teacher-child ratio for classrooms serving four-year-olds does not exceed 2:20 maximum at any time. Classrooms of mixed three and four-year-olds follow the *Early Learning Guidelines for Classrooms Serving Three-Year-Olds* including the teacher-child ratio. The maximum classroom group size does not exceed 14 children maximum at any time.

2. **Requirement for Length of School Day and Term**
   The length of the full-day school year will be no less than 1,080 instructional hours in no less than a 180-day school year, which results in six hours of instruction per day. The length of the half-day school day will be no less than 540 instructional hours in no less than a 180-day school year, which results in three hours of instruction per day. {Mississippi Code Annotated § 37-13-63 & 67}

3. **Requirements for Instructional Day**
   The instructional day includes all aspects of the child’s day (e.g. learning center activities, large and small group activities, individual instruction, and guided physical activity). At a minimum, the instructional day in a full-day program includes 360 instructional minutes (6 hours), 40 minutes of physical activity, 120 minutes of learning centers, and 30 minutes of quiet/rest time. At a minimum, the instructional day in a half-day program includes 180 (3 hours) instructional minutes, 20 minutes of physical activity, 60 minutes of learning centers, and quiet/rest time as appropriate for the children. Additional information on these requirements is in Section II of this document.
4. **Requirements for Physical Activity**

   a. **Full Day Program** Applies to programs offering six or more hours of instruction per day. Children engage in physical activity for a minimum of 40 minutes, and a maximum of 60 minutes during a full-day program. The minutes assigned to physical activity do not have to occur continuously or consecutively. Weather permitting, physical activity takes place outside. Outdoor play experiences will occur unless a weather advisory is in effect, or the play space is unsafe due to damp or wet conditions. If outdoor play is not possible per one or more of these conditions, teachers provide 40 to 60 minutes of indoor physical activity documented in lesson plans.

   b. **Half Day Program** Applies to programs offering fewer than six hours of instruction per day. Children engage in physical activity for a minimum of 20 minutes, and a maximum of 30 minutes during a half-day program. The minutes assigned to physical activity do not have to take place continuously or consecutively. Outdoor play experiences will occur unless a weather advisory is in effect, or the play space is unsafe due to damp or wet conditions. If outdoor play is not possible per one or more of these conditions, teachers provide 20 to 30 minutes of indoor physical activity documented in lesson plans.

5. **Requirement for Quiet Time**

   Children in full-day programs engage in a minimum of 30 minutes and a maximum of 60 minutes of quiet time daily. Children in part-day programs that are less than six (6) hours in length are not required to rest, but are provided quiet time as appropriate. Activities during quiet time may include individual activities, looking at books/reading, listening to books on tape, drawing, or resting, as appropriate for each individual student.

6. **Requirement for Nutritional Provision**

   All full-day programs provide a minimum of one meal per day. Meals meet nutritional requirements identified in the USDA National School Breakfast/Lunch Program Guidelines or the USDA Child and Adult Care Food Program (CACFP) Guidelines, whichever is applicable.
### SAMPLE Full Day Pre-Kindergarten Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Minutes</th>
<th>Instructional Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-7:30</td>
<td>Arrival/Free Choice Centers</td>
<td>30 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>7:30-7:50</td>
<td>Breakfast*/Story Time</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>7:50-8:05</td>
<td>Morning Meeting Calendar/Routine</td>
<td>15 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>8:05-8:15</td>
<td>Morning Exercise (Move to Learn)</td>
<td>10 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>8:15-8:50</td>
<td>Extension Class/Teacher Planning (music, library, physical education, computer, art)</td>
<td>35 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>8:50-9:10</td>
<td>Whole Group Circle Time</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>9:10-10:30</td>
<td>Small Group/Free Choice Centers</td>
<td>80 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>10:30-10:50</td>
<td>Lunch*</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>10:50-11:10</td>
<td>Whole Group Circle Time</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>11:10-12:10</td>
<td>Small Group/Free Choice Centers</td>
<td>60 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>12:10-12:50</td>
<td>Physical Activity</td>
<td>40 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>1:05-1:50</td>
<td>Quiet Time</td>
<td>45 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>1:50-2:10</td>
<td>Speaking Listening Mini Lesson/ Snack*</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>2:10-2:30</td>
<td>Closure/Review of the Day</td>
<td>20 Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Dismissal</td>
<td>15 Minutes</td>
<td>No</td>
</tr>
<tr>
<td>2:45-3:30</td>
<td>Teacher Planning</td>
<td>45 Minutes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Required Minutes** | **Sample Schedule Required Minutes**
--- | ---
Instructional | 360 Minimum | Instructional | 435
Center Time | 120 Minimum | Center Time | 170
Quiet Time | 30 Minimum-60 Maximum | Quiet Time | 45
Physical Activity | 40 Minimum-60 Maximum | Physical Activity | 50

*Meal times for this age group should be a learning time. Promotion of different skills can be learned during meal time such as taking turns, pre-reading and pre-math skills, problem solving skills, fine motor skills, etc. Teachers should discuss concepts with children that support social and emotional, physical development, speaking and listening, approaches to learning and science standards.*
8. SAMPLE Half Day Pre-Kindergarten Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Minutes</th>
<th>Instructional Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:55</td>
<td>Arrival/Free Choice Centers</td>
<td>25</td>
<td>Yes</td>
</tr>
<tr>
<td>7:55-8:15</td>
<td>Breakfast*/Speaking Listening Mini Lesson or Story Time</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>8:15-8:35</td>
<td>Morning Meeting Calendar/Routine</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>8:35-8:45</td>
<td>Move to Learn Physical Activity</td>
<td>10</td>
<td>Yes</td>
</tr>
<tr>
<td>8:45-9:05</td>
<td>Whole Group Circle Time</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>9:05-10:15</td>
<td>Small Group Free Choice Centers</td>
<td>70</td>
<td>Yes</td>
</tr>
<tr>
<td>10:15-10:45</td>
<td>Extension Class/Teacher Planning (music, library, physical activity, art, computer)</td>
<td>30</td>
<td>Yes</td>
</tr>
<tr>
<td>10:45-11:05</td>
<td>Snack*/Speaking-Listening Mini Lesson</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>11:05-11:25</td>
<td>Physical Activity</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>11:25-11:45</td>
<td>Whole Group Circle Time</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>Closure/Review</td>
<td>15</td>
<td>Yes</td>
</tr>
<tr>
<td>12:00</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Minutes**

<table>
<thead>
<tr>
<th>Required Minutes</th>
<th>Sample Schedule Required Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>180 Minimum</td>
</tr>
<tr>
<td>Center Time</td>
<td>60 Minimum</td>
</tr>
<tr>
<td>Quiet Time</td>
<td>As Appropriate</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>20 Minimum-30 Maximum</td>
</tr>
</tbody>
</table>

**Sample Schedule Required Minutes**

<table>
<thead>
<tr>
<th>Required Minutes</th>
<th>Sample Schedule Required Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>270</td>
</tr>
<tr>
<td>Center Time</td>
<td>95</td>
</tr>
<tr>
<td>Quiet Time</td>
<td>0</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>30</td>
</tr>
</tbody>
</table>

***Due to physical education extension class physical activity may be more than 30 minutes on certain days***

*Meal times for this age group should be a learning time. Promotion of different skills can be learned during meal time such as taking turns, pre-reading and pre-math skills, problem solving skills, fine motor skills, etc. Teachers should discuss concepts with children that support social and emotional, physical development, speaking and listening, approaches to learning and science standards.*
1. **Required Certification for Teachers for August 2020**

The pre-kindergarten teacher credentialing will change effective August 1, 2020.

By August 1, 2020, 50% of teachers in each district will meet the requirements described below. By August 1, 2022, 100% of regular education pre-kindergarten teachers in each district will meet the requirements described below.

Special Education pre-kindergarten teacher requirements are newly announced within the *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children*, therefore; 50% of Special Education classroom teachers must meet this requirement by August 1, 2020, and 100% of Special Education classroom teachers must meet this requirement by August 1, 2022.

The Office of Educator Licensure will continue to oversee the obtainment of endorsements. The Office of Early Childhood will be responsible for any other components of qualification.
By August 1, 2020, 50% of regular education pre-kindergarten teachers in each district will meet the requirements described below. By August 1, 2022, 100% of regular education pre-kindergarten teachers in each district will meet the requirements described below.

General Education Teachers are required to follow one of the pathways listed below:

<table>
<thead>
<tr>
<th>General Education Pre-Kindergarten Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hold a Pre-K/K (153) License</strong></td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td><strong>Hold a K-3 (116) License or Hold a K-4 (152) License</strong></td>
</tr>
<tr>
<td>AND</td>
</tr>
<tr>
<td>Complete twelve (12) early childhood college credit hours* OR Attain a Passing Score on the MSBE Approved Licensure Assessment to add 153 (Pre-K/K) endorsement OR Completion of a early childhood training program*</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td><strong>Hold a K-6 (120) License</strong></td>
</tr>
<tr>
<td>AND</td>
</tr>
<tr>
<td>Complete requirements to add N-1 (150) supplemental endorsement OR Attain a Passing Score on the MSBE Approved Licensure Assessment to add 153 (Pre-K/K) endorsement OR 12 early childhood college credit hours* OR Completion of a early childhood training program*</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td><strong>Other Pathways</strong></td>
</tr>
<tr>
<td>AND</td>
</tr>
<tr>
<td>Completion of an approved Licensure pathway degree program to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement AND Any additional requirements as listed above for 116 (K-3), 120 (K-6), 152 (K-4)</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td><strong>Bachelor’s Degree or higher with child development emphasis</strong></td>
</tr>
<tr>
<td>AND</td>
</tr>
<tr>
<td>Attain Passing Score on the MSBE Approved Basic Skills Assessment or ACT equivalent AND Attain Passing Scores on all required MSBE Approved Licensure Assessments to include a pedagogy and subject area assessment</td>
</tr>
</tbody>
</table>
By August 1, 2020, 50% of special education pre-kindergarten teachers in each district will meet the requirements described below. By August 1, 2022, 100% of special education pre-kindergarten teachers in each district will meet the requirements described below.

Special Education Teachers are required to follow one of the pathways listed below:

<table>
<thead>
<tr>
<th>SPECIAL EDUCATION PRE-KINDERGARTEN CLASSROOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold Birth-K Special Education License (211)</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Hold Mild to Moderate Disability K-12 (221) License</th>
<th>Hold Severe Disability K-12 (222) License</th>
<th>Hold Mild to Moderate Disability K-8 (223) License</th>
<th>AND</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 early childhood college credit hours*</td>
<td>OR</td>
<td>Attain a passing score on the appropriate MSBE approved licensure assessment to add 153 (Pre-K/K) endorsement</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completion of a early childhood training program*</td>
<td></td>
</tr>
</tbody>
</table>

*Completion of a Mississippi State Board of Education approved early childhood education training program includes the Child Development Associate (CDA), National Board Early Childhood Certification, Director’s Credential, Montessori Credential, and the MDE’s intensive specialized early childhood training program (122 Pre-K add on endorsement). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration. Please note that the completion of a Mississippi State Board of Education approved training program or MDE prescribed twelve (12) hours of coursework only qualifies a prospective early childhood education teacher or early childhood education assistant teacher to serve three and four-year old children in Mississippi classrooms and does not lead to an endorsement/licensure unless it is explicitly stated and outlined in the official Licensure Guidelines K-12 document. To review the most accurate and up to date licensure requirements, please visit the Office of Educator Licensure section of the MDE website.
2. Requirements for Assistant Teachers for August 2020

The pre-kindergarten assistant teacher qualifications will change effective August 1, 2020. **By August 1, 2020, 50% of assistant teachers in each district will meet the requirements described below. By August 1, 2022, 100% of assistant teachers in each district will meet the requirements described below.**

Assistant teachers are required to follow one of the pathways listed below:

<table>
<thead>
<tr>
<th>Early Childhood Associate’s Degree</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s Degree OR 60 College Credit Hours</td>
<td>AND</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>High School Diploma/GED *** AND Verification of WorkKeys® Scores****</td>
<td>AND</td>
</tr>
</tbody>
</table>

*These hours can be included in the Associate’s Degree or 60 College Credit Hours
**Completion of an early childhood training program includes the Child Development Associate (CDA), National/State Director’s Credential, Montessori Credential, and the MDE’s intensive specialized early childhood training program. MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration. The National Institute for Early Education Research (NIEER) requires assistant teachers to have a CDA or equivalent, at a minimum. Please note that the completion of a Mississippi State Board of Education approved training program or MDE prescribed twelve (12) hours of coursework only qualifies a prospective early childhood education teacher or early childhood education assistant teacher to serve three and four-year old children in MS classrooms and does not lead to an endorsement/licensure unless it is explicitly stated and outlined in the official Licensure Guidelines K-12 document. To review the most accurate and up to date licensure requirements, please visit the Office of Educator Licensure section of the MDE website.
***These requirements will no longer be acceptable for new pre-kindergarten teacher assistant hires beginning August 1, 2020.
**** To meet WorkKeys® requirements, Assistant Teachers must meet the following criteria: (1) a Reading for Information score of 4, an Applied Mathematics score of 4, and a Writing or Business Writing score of 3; OR (2) WorkKeys® Silver Level certification.
3. Requirement for Professional Development

All teaching staff (teachers and assistant teachers) and program administrators complete at least fifteen contact (15) hours of professional development annually for program instructional staff specific to the education of pre-kindergarten children. Administrators that manage pre-kindergarten teachers shall gain the required hours of professional development through online or on-site training. This variety of content could include program administration, parent engagement, and early childhood instructional content approved or offered by the Mississippi Department of Education and/or Mississippi Department of Health.
Family Engagement and Transportation

A. GUIDELINES FOR FAMILY ENGAGEMENT

Families are viewed as a partner and the child’s first teacher. Teachers provide parents with information and resources that could help their children. Parents have opportunities to volunteer in the classroom and participate in enrichment opportunities.

1. Requirement for Family Handbook

Each pre-kindergarten program develops and distributes a family handbook that addresses the program philosophy, goals and specific information unique to the program (e.g. curriculum, credentials, and assessments.) This information may be included in the district handbook, but should be clearly identified for parents.

2. Requirements for Family Communication

Teacher/parent conferences are conducted at least three times during the pre-kindergarten year to inform parents or guardians of child’s progress. The first parent conference at the beginning of the year consists of an information gathering session from the parent. Additional winter and spring conferences consist of a progress update to the parent. If documented attempts to meet with parents or other responsible persons fail, telephone conferences can be substituted. Communication is conducted on a regular basis. Communication between school and home could consist of notebooks/folders, newsletters, conferences, emails, and phone calls.

3. Requirements for Volunteer Participation

Parents, guardians, and community members are encouraged to participate in various activities such as developing learning games for home or classroom use, sharing information with the class about their work skills or profession, or sharing their talents through conducting music and/or art activities. Volunteers are not in the classroom without a teacher or assistant teacher present and are not used to meet the minimum adult-to-child ratio. Volunteers that serve in a school more than 120 hours per school year participate in an orientation session, sign a confidentiality agreement, and consent to a background check that is conducted by the district.
B. TRANSPORTATION

1. **Requirement for Transportation**
   All transportation is optional except for children with IEPs. Transportation requirements regarding children with IEPs are determined by the IEP Committee.

2. **Requirement for School Bus Safety**
   All pre-kindergarten programs choosing to transport children adhere to Mississippi Code Annotated § 37-41-3. All liability and related expenses are the responsibility of the pre-kindergarten program. The National Highway Transportation Safety Association (NHTSA), Federal Code: 45 CFR 1310.15 (a), requires that all head start children, children preschool age or younger ride in Child Safety Restraint Systems (CSRS). Child Safety Restraints include car seats, safety vests or built in child restraints such as seat belts. In addition to the National Highway Transportation Safety Association (NHTSA) Guidelines, the following caregiver ratio should be followed when transporting children.

   - If five (5) to sixteen (16) pre-kindergarten children are being transported on a bus, one (1) caregiver in addition to the driver should be on the bus.
   - If seventeen (17) to thirty-two (32) pre-kindergarten children are being transported on a bus, two (2) caregivers in addition to the driver should be on the bus.
   - Caregivers should be 18 years of age or older and an agency employee.
Physical Settings and Outside Play

A. PHYSICAL SETTINGS

1. Guidelines for Structures Existing Prior to 2017
   a. Existing Classrooms
      i. Requirements for Existing Classrooms
         1. The classroom consists of no less than 35 square feet per child.
         2. Classrooms with typically developing, or a blend of typically and atypically developing children are a minimum of 600 square feet and free from excess storage that prevents full usage of classroom square footage.
         3. Pre-kindergarten classrooms are to be located at ground level.
         4. Every closet latch is such that children can open the door from the inside.
         5. The maximum distance to an exit from any point in the building does not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit does not exceed 100 feet.
         6. All electrical outlets accessible to children should be a type called “tamper-resistant electrical outlets.” These types of outlets look like standard wall outlets but contain an internal shutter mechanism that prevents children from sticking objects like hairpins, keys, and paperclips into the receptacle. This spring-loaded shutter mechanism only opens when equal pressure is applied to both shutters such as when an electrical plug is inserted. In existing facilities that do not have “tamper-resistant electrical outlets,” outlets should have “safety covers” that are attached to the electrical outlet by a screw or other means to prevent easy removal by a child. “Safety plugs” should not be used since they can be removed from an electrical outlet by children. All newly installed...
or replaced electrical outlets that are accessible to children should use “tamper-resistant electrical outlets.” In areas where electrical products might come into contact with water, a special type of outlet called Ground Fault Circuit Interrupters (GFCIs) should be installed. A GFCI is designed to trip before a deadly electrical shock can occur. To ensure that GFCIs are functioning correctly, they should be tested at least monthly. GFCIs are also available in a tamper-resistant design. (Source: Caring for Our Children 5.2.4.2, www.cfoc.nrckids.org)

ii. Recommendations for Existing Classrooms
   1. Where multiple pre-kindergarten units occur within a school or building, they are grouped adjacent to one another for teacher and child interaction and for optimum use of common facilities.
   2. Each pre-kindergarten classroom has a work counter of at least 12 feet with at least one sink. The sink is stainless steel or porcelain, standard with gooseneck fitting on one side and a drinking bubbler on the other. The sink has cold water only. A paper towel dispenser accessible to students and a trash receptacle should be located near the sink.
   3. 110-volt wall plugs should be located every 10 feet to 15 feet around the classroom.

b. Existing Bathrooms
   i. Requirements for Existing Bathrooms
      1. Classrooms are located no more than 125 feet from a bathroom.
      2. Every toilet room door lock is designed to permit opening of the locked door from the outside in an emergency, and the opening device is readily accessible to the staff.
      3. For children with disabilities who are not yet toilet trained, a changing table is provided in the bathroom or classroom.
      4. All bathrooms are adequately stocked with toilet tissue.
      5. No items other than toilet tissue or bathroom supplies are stored in bathrooms. Cleaning supplies may be kept in the bathroom only if out of reach of children.

   ii. Recommendations for Existing Bathrooms
      1. A toilet room in the classroom is available for pre-kindergarten children.
      2. Toilet seats in bathrooms are 10 to 13 inches from the floor.
      3. Lavatories are 24 inches from the floor.
c.  **Existing Furniture**

   i.  **Requirements for Existing Furniture**
   1.  Furniture is of an appropriate height for young children.
   2.  Tables and chairs are provided rather than desks.
   3.  At least one small book case or book display shelf is provided per classroom for children to access literature in the classroom.

   ii.  **Recommendations for Existing Furniture**
   1.  At least two small bookcases or book display shelves are provided to allow children access to literature in the classroom.
   2.  A desk, chair, file cabinet and/or personal area is provided within the classroom for teachers, providing these items do not significantly diminish space for use by children.

d.  **Existing Floors**

   i.  **Requirements for Existing Floors**
   1.  Each classroom contains a 9 x 12-foot area rug or individual carpet squares, or similar material, to be used for large group meetings. Carpets or similar soft flooring surfaces are properly sanitized annually and replaced as needed.

   ii.  **Recommendations for Existing Floors**
   1.  Classroom areas not carpeted are covered with resilient flooring or other easily cleaned material. Roll-type resilient flooring has the advantage of a minimum amount of jointing.

e.  **Building Codes for Existing Structures**

   i.  **Requirements for Building Codes for Existing Structures**
   1.  All building construction conforms to the Southern Building Codes, the American Disabilities Act, the Life Safety Codes, and to any other city or county building codes.

   ii.  **Recommendations for Building Codes for Existing Structures**
   1.  There are no recommendations for building codes.

f.  **Storage and Space in Existing Structures**

   i.  **Requirements for Storage and Space in Existing Structures**
   1.  Storage will be provided at the school for teaching and classroom supplies. Storage may not decrease classroom space available to students.
ii. **Recommendations for Storage and Space in Existing Structures**

1. Base cabinets are installed below all counters. Doors are attached to some cabinets, while some are left open to serve as shelves. Open cabinet (18 x 24 inches and 24 x 36 inches) will accommodate large paper used for easel painting.

2. Cabinets, 12 inches deep, are installed over the entire counter area for general storage.

3. Open storage units (cubbies) are available for every student. Each unit to be four feet high and two feet wide with coat hanging space at the bottom and a storage area at the top. Coat hooks should be installed 36 inches from the floor.

4. Adequate storage space should be provided. The storage units may include one wall of built-in cabinets or moveable storage sections. Most storage units are accessible to children to facilitate independence and responsibility within the classroom. Storage space, above the reach of the children, is available for use by teachers.

5. Adequate space for display of children's work is provided. Bulletin boards can be located on walls and/or fastened to the backs of cabinets and bookcases.

6. A teacher work area of 180 to 200 square feet is allocated for use by every two to three pre-kindergarten teachers. This area is needed for individual assessment of children, conferencing with parents, making classroom materials, and planning meetings.

2. **Guidelines for New Structures Constructed after July 2017**

   a. **New Classrooms**

   i. **Requirements for New Classrooms**

      1. The classroom is a minimum of 1,000 square feet.

      2. The minimum classroom width is 24 feet, except in pod-type structures. The classroom is free from excess storage that prevents full usage of classroom square footage.

      3. Classrooms contain operable lighting with area controls that ensure adequate lighting throughout the room. Switches within reach of the children are located at the doors. Toilet rooms contain lighting fixtures.

      4. The maximum distance to an exit from any point in the building does not exceed 150 feet. The maximum distance from the interior classroom door at the corridor to an exit does not exceed 100 feet.
5. Pre-kindergarten classrooms are located at ground level.
6. Every closet latch is such that children can open the door from the inside.
7. All newly installed electrical outlets accessible to children who are not yet developmentally at a kindergarten grade level of learning should be a type called “tamper-resistant electrical outlets.” These types of outlets look like standard wall outlets but contain an internal shutter mechanism that prevents children from sticking objects like hairpins, keys, and paperclips into the receptacle. This spring-loaded shutter mechanism only opens when equal pressure is applied to both shutters such as when an electrical plug is inserted. “Safety plugs” should not be used since they can be removed from an electrical outlet by children.

In areas where electrical products might come into contact with water, a special type of outlet called Ground Fault Circuit Interrupters (GFCIs) should be installed. A GFCI is designed to trip before a deadly electrical shock can occur. To ensure that GFCIs are functioning correctly, they should be tested at least monthly. GFCIs are also available in a tamper-resistant design. (Source: Caring for Our Children 5.2.4.2, www.cfoc.nrckids.org)

ii. Recommendations for New Classrooms
1. All pre-kindergarten units within one school or building are grouped in the same general vicinity for optimum use of common facilities.
2. A classroom clock is in each classroom.
3. 110-volt wall plugs are located every 10 to 15 feet around the classroom.
4. A minimum of 50 square feet of window area per unit is available in each classroom. Windows are located no more than two feet from the floor. Windows are able to be opened from the inside for ventilation purposes. A generous glass window area is in place to overlook the playground and promote an indoor-outdoor atmosphere. Roofing overhang and installation of blinds or shutters are provided to combat excessive sunlight.
5. Careful consideration is given to the location of pre-kindergarten units in new structures. Each classroom has a door opening onto the playground or other attractive outdoor space. A six-foot roof overhang makes the outdoor area usable on a rainy day as an outdoor learning center.

a. **New Bathrooms**
   
i. **Requirements for New Bathrooms**
   
1. Each classroom contains a minimum of one bathroom that consists of a toilet and lavatory, or at the district’s option the lavatory may be omitted if the work counter area is equipped with a sink and is in close proximity to the toilet room door. The toilet paper holder is placed within a child’s reach from the toilet. In classrooms where children are not yet toilet trained, a changing table is installed.
2. Individual toilet rooms are required to accommodate the physically handicapped and follow ADA regulations.
3. Every toilet room door lock is designed to permit opening of the locked door from the outside in an emergency, and the opening device is readily accessible to the staff.

ii. **Recommendations for New Bathrooms**
   
1. One bathroom/shower combination is provided for every eight pre-kindergarten units.

b. **Furniture in New Classrooms**
   
i. **Requirements for Furniture in New Classrooms**
   
1. Tables and chairs are provided rather than desks.
2. Chairs in the pre-kindergarten classroom adjust from 8 to 14 inches so that all children’s feet will touch the floor.
3. All tables adjust from 20 inches to 24 inches in height.
4. Furniture is of an appropriate height for young children.
5. At least one small book case or book display shelf is provided per classroom for children to access literature in the classroom.

ii. **Recommendations for Furniture in New Classrooms**
   
1. A body-length, shatter-proof wall or floor mirror is in the dramatic play/housekeeping center area or near the toilet area.
2. At least two small bookcases or book display shelves, designed to display book covers/titles, are provided to allow children access to literature in the classroom.
3. A desk, chair, file cabinet and/or personal area be provided within the classroom for teachers, providing these items do not significantly diminish space for use by children.

4. A teacher work area of 180 to 200 square feet minimum is allocated for use by every two to three pre-kindergarten teachers. A proportionately larger space shared by all pre-kindergarten teachers in a school would suffice. This room is made inviting through use of carpeting and appropriate furniture. Items in the space include a four-drawer file cabinet, two chairs, a work counter, or table storage shelving.

c. **Floors in New Classrooms**

   i. **Requirements for Floors in New Classrooms**
      1. Classroom areas are covered with resilient flooring or other easily cleaned material. Roll-type resilient flooring has the advantage of a minimum amount of jointing.
      2. Each classroom contains a 9 x 12-foot area rug or individual carpet squares, or similar soft flooring surface, to be used for large group meetings. Carpets or similar soft flooring surfaces will be properly sanitized annually and replaced as needed.

   ii. **Recommendations for Floors in New Classrooms**
      1. There are no recommendations for floors in new classrooms.

d. **Building Codes for New Classrooms**

   i. **Requirements for Building Codes for New Classrooms**
      1. All building construction conforms to the Southern Building Codes, the American Disabilities Act, the Life Safety Codes, and to any other city and county building codes.

   ii. **Recommendations for Building Codes for New Classrooms**
      1. There are no recommendations for building codes in new structures.

e. **Storage and Space in New Classrooms**

   i. **Requirements for Storage and Space in New Classrooms**
      1. Open storage units (cubbies) are provided for each student.
      2. Wall receptacles are placed 10 feet to 15 feet apart in each classroom. Any receptacle in the counter area are not located near a sink. A minimum of six outlets is installed.
      3. Every closet latch is such that children can open the door from the inside.
4. Built-in cabinets or portable storage areas are constructed to promote accessibility of materials to the child to encourage the selection of activities and to facilitate room clean-up and to serve as learning center dividers. The height of cabinets and storage furnishings does not diminish teachers’ ability to visually supervise children.

ii. Recommendations for Storage and Space in New Classrooms:
1. Base cabinets are installed below all counters. Doors are attached to some cabinets, while some are left open to serve as shelves. Open cabinet (18 x 24 inches and 24 x 36 inches) will accommodate the large paper used for easel painting.
2. Cabinets, 12 inches deep, are installed over the entire counter area for general storage.
3. Open storage units (cubbies) are available for every student. Each unit is four feet high and two feet wide with coat hanging space at the bottom and a storage area at the top. Coat hooks are installed 36 inches from the floor.
4. Adequate storage space is provided. The storage units include one wall of built-in cabinets or moveable storage sections. Most storage units are accessible to children to facilitate independence and responsibility within the classroom. Storage space, above the reach of the children, is available for use by teachers.
5. Adequate space for display of children's work is provided. Bulletin boards can be located on walls and/or fastened to the backs of cabinets and bookcases.

B. OUTSIDE PLAY AREA

1. Guidelines for Outdoor Play Areas
   a. Outdoor Play Areas
   i. Requirements for Designated Outdoor Play Areas
      1. A designated area for supervised outside periods during the pre-kindergarten day is provided. Pre-kindergarten students do not simultaneously share an area with children in first grade or older during designated outside periods.
      2. To allow for all children to engage in outdoor play together, a fully accessible outdoor play space is provided for children requiring adaptive equipment. Activities are provided to allow for and encourage inclusive play.
3. Appropriate playground equipment and landscape design is provided to facilitate learning and ensure safety.

4. Playground equipment and landscape design is developmentally appropriate for three- and/or four-year-old children according to National Standards adopted by the Mississippi Department of Health.

5. The outside play area has defined boundaries to protect children from environmental hazards. Boundaries are sufficient to prevent vehicles and other hazards from entering the play area as well as prevent children from exiting the play area alone.

ii. Recommendations for Outdoor Play Areas

1. The outdoor play area is a minimum of 4,300 square feet for two pre-kindergarten classes. For each additional class, another 1,400 square feet is added.

2. A covered area is located on the playground to allow children refuge from the sun and to serve as a play area during inclement weather. This area is 225 to 300 square feet for each pre-kindergarten class, with a sloped concrete surface to shed water.

Source code: Section 37-21-7 (Adopt)
Overview of Classroom Assessment Scoring System

Early Childhood Approved Training Program, 2018

Laura Dickson, MS, CFLE
ELC Coordinator
Office of Early Childhood

Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Agenda

• CLASS Overview
• Emotional Support Domain Overview
• Classroom Organization Domain Overview
• Instructional Support Domain Overview
• MDE Observation Process
• Wrap-Up
What is CLASS?

- The Classroom Assessment Scoring System™ (CLASS™) is a research-based observation tool used to help teachers and schools improve the effectiveness of classroom interactions.
- The CLASS tool can be used with infants through 12th grade students, which provides teachers and administrators with a common language.
- MDE uses the PreK CLASS tool which looks at classrooms serving 3-5 year old children.

What is CLASS?

- CLASS is a professional development tool. MDE does not support the use of CLASS observations as a punitive tool.
- CLASS supports growth over time.
- Small differences in interactions can mean big gains for children.
What is CLASS?

- High scores on the ORCE
  - Language stimulation
  - Positive caregiving environments

- Advanced development at school entry
  - Language
  - Cognitive

- Advanced development in first grade
  - Short-term memory

- Effects persist into third grade
  - Math
  - Vocabulary
  - Memory skills

Average Ratings of Interactions in Pre-K—3rd Classrooms

Low Quality | Moderate Quality | High Quality
---|---|---

- Emotional Support
- Classroom Organization
- Instructional Support

CLASS Scores
The CLASS tool is structured:

Domain (3)

Dimension (10)

Indicators

Behavioral Markers
CLASS Domains and Dimensions

- The three domains and 10 dimensions in CLASS include:
  - Emotional Support
    - Positive Climate
    - Negative Climate
    - Teacher Sensitivity
    - Regard for Student Perspective

CLASS Emotional Support Dimensions

- Positive Climate
  - Reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.

- Negative Climate
  - Reflects the overall level of expressed negativity in the classroom; the frequency, quality, and intensity of teacher and peer negativity are key to scale.
CLASS Emotional Support Dimensions

• Teacher Sensitivity
  – Encompasses the teacher’s awareness of and responsivity to students’ academic and emotional needs; high levels of sensitivity, facilitate students ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement.

CLASS Emotional Support Dimensions

• Regard for Student Perspective
  – Captures the degree to which the teachers’ interactions with students and classroom activities place an emphasis on students’ interests, motivations, and points of view, and encourage student responsibility and autonomy.
Positive Climate

- Relationships
  - Physical proximity, shared activities, peer assistance, matched affect, social conversation
- Positive affect
  - Smiling, laughter, enthusiasm
- Positive communication
  - Verbal and physical affection, positive expectations
- Respect
  - Eye contact, warm, calm voice, respectful language, cooperation and/or sharing

Negative Climate

- Negative affect
  - Irritability, anger, harsh voice, peer aggression, disconnected or escalating negativity
- Punitive Control
  - Yelling, threats, physical control, harsh punishment
- Sarcasm/disrespect
  - Sarcastic voice/statement, teasing, humiliation
- Severe negativity
  - Victimization, bullying, physical punishment
Teacher Sensitivity

- **Awareness**
  - Anticipate problems and plans appropriately

- **Responsiveness**
  - Acknowledges emotions, provides comfort and assistance, provides individualized support

- **Addresses problems**
  - Helps in an effective and timely manner, helps resolves problems

- **Student comfort**
  - Seeks support and guidance, freely participates, takes risks

Regard for Student Perspective

- **Flexibility and student focus**
  - Shows flexibility, incorporates students' ideas, follows students' lead

- **Support for autonomy and leadership**
  - Allows choice, allows students to lead lessons, gives students responsibility

- **Student expression**
  - Encourages student talk, elicits ideas and/or perspectives

- **Restriction of movement**
  - Allows movement, is not rigid
CLASS Domains and Dimensions

- The three domains and 10 dimensions in CLASS include:
  - Emotional Support
    - Positive Climate
    - Negative Climate
    - Teacher Sensitivity
    - Regard for Student Perspective
CLASS Domains and Dimensions

– Classroom Organization
  • Behavior Management
  • Productivity
  • Instructional Learning Formats

– Instructional Support
  • Concept Development
  • Quality of Feedback
  • Language Modeling

CLASS Classroom Organization Dimensions

• Behavior Management
  – Encompasses the teacher’s ability to provide clear behavioral expectations and use the effective methods to prevent and redirect misbehavior.

• Productivity
  – Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.
CLASS Classroom Organization Dimensions

• Instructional Learning Formats
  – Focuses on the ways in which the teacher maximizes students’ interest, engagement, and ability to learn from the lessons and activities.

Behavior Management

• Clear behavior expectations
  – Clear expectations, consistency, clarity of rules
• Proactive
  – Anticipates problem behavior or escalation, low reactivity, monitors
• Redirection of misbehavior
  – Effective reduction of misbehavior, attention to the positive, uses subtle cues to redirect, efficient redirection
• Student behavior
  – Frequent compliance, little aggression and defiance
Productivity

- Maximizing learning times
  - Provision of activities, choice when finished, few disruptions, effective compliance of managerial tasks, pacing.
- Routines
  - Students know what to do, clear instructions, little wandering.
- Transitions
  - Brief, explicit follow-through, learning opportunities within.
- Preparation
  - Materials ready and accessible, knows lesson.

Instructional Learning Formats

- Effective facilitation
  - Teacher involvement, effective questioning, expanding children’s involvement.
- Variety of modalities and materials
  - Range of auditory, visual, and movement opportunities, interesting and creative materials, hands-on opportunities.
- Student interest
  - Active participation, listening, focused attention.
- Clarity of learning objectives
  - Advanced organizers, summaries, reorientation statements.
CLASS Domains and Dimensions

- Classroom Organization
  - Behavior Management
  - Productivity
  - Instructional Learning Formats

- Instructional Support
  - Concept Development
  - Quality of Feedback
  - Language Modeling
CLASS Instructional Support Dimensions

• Concept Development
  – Measures the teacher’s use of instructional discussions and activities to promote students’ higher-order thinking skills and cognition and the teacher’s focus on understanding rather than rote instruction.

CLASS Instructional Support Dimensions

• Quality of Feedback
  – Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.

• Language Modeling
  – Captures the quality and amount of the teacher’s use of language-stimulation and language-facilitation techniques.
Concept Development

- Analysis and reasoning
  - Why and How questions, problem solving, prediction/experimentation, classification/comparison, evaluation
- Creating
  - Brainstorming, planning, producing
- Integration
  - Connects concepts, integrates with previous knowledge
- Connections to the real world
  - Real-world applications, related to students’ lives

Quality of Feedback

- Scaffolding
  - Hints, assists
- Feedback loops
  - Back and forth exchanges, persistence by teacher, follow-up questions
- Prompting through process
  - Asks students to explain thinking, queries responses and actions
- Providing information
  - Expansion, clarification, specific feedback
- Encouragement and affirmation
  - Recognition, reinforcement, student persistence
Language Modeling

- Frequent conversation
  - Back and forth exchanges, contingent responding, peer conversations
- Open-ended questions
  - Questions require more than a one-word response
- Repetition and extension
  - Repeats, extends/elaborates
- Self- and parallel talk
  - Maps own actions with language, maps student action with language
- Advanced language
  - Variety of words, connected to familiar words and/or ideas

MDE Observation Process
CLASS Observations

• The Mississippi Early Learning Guidelines for Classrooms Serving Three-and Four-Year-Old Children provides an outline of CLASS observation requirements.
• Section 6 details Rate of Readiness for the 2018-2019 school year.
• CLASS is a professional development tool.

CLASS Observations

• MDE maintains a staff of reliable observers who retest annually.
• A reliable observer will be assigned to a classroom.
• Sometimes, two observers will be assigned to double code the classroom at the same time.
CLASS Observations

- Observations include four cycles lasting 15-20 minutes each, depending on what is possible with the classroom daily schedule.
- Observers will conduct an observation cycle followed by a period of coding. This may be done inside the classroom, or the observer may step out into the hallway to code.
- After coding, the observer will continue the cycle of coding and scoring until four cycles are complete.

CLASS Observations

- CLASS is coded in three ranges:
  - Low: indicators are rarely or never present
  - Mid: indicators are sometimes present or present often with one teacher and not present with another teachers
  - High: indicators are frequently or almost always present
CLASS Observations

- Four observation cycles must be completed on a single day. If for some reason all four cannot be completed, MDE will reschedule a day to come back and conduct four observation cycles.
- MDE will observe: instructional time including whole group, learning centers, small group, transitions, and structured movement activities.
- MDE will not observe: unstructured outdoor play, specials, or out-of-classroom meals and snacks.

CLASS Observations

- MDE will observe all adults who provide regular instruction in the classroom. This includes teachers, assistant teachers, EL support teachers, and interventionists who are in the room during an observation cycle.
- Observers will not be able to discuss observations with teachers or administrators from the site. The information will be input into the scoring system and a report will be provided.
**CLASS Observations**

- Observation reports will include the scoring range for each dimension for each cycle.
- Observer notes are also included in the report.
- MDE expects this information to be utilized to design professional development plans for teachers and identify strengths in classrooms.
- CLASS is an effective tool for administrators when it is used to measure growth over time.

**Support for CLASS**

- Introduction to the PreK CLASS Tool-gives an overview of the tool that includes activities and exemplar videos to support teachers in preparing for CLASS.
- In-dept trainings for the Instructional Support Domain.
- www.teachstone.com
Questions

[Image of a child with question marks]

Laura Dickson, MS, CFLE

Early Learning Collaborative Coordinator
Office of Early Childhood
Unlock the potential of great teaching with CLASS

CLASS is a research-based method of measuring, evaluating, and improving teacher-student interactions. CLASS enables high quality interactions leading to improved academic and social-emotional outcomes for students.

What Sets CLASS Apart?
Many teacher assessment and professional development solutions are available, but only CLASS provides teachers the research-proven insights, skills, and strategies they need to improve the most critical component of teaching quality: interactions.

**Trusted Research**
Over 150 studies confirm CLASS works. Children in classrooms with higher CLASS scores have better social, emotional, and academic outcomes.

**Proven Experience**
The CLASS methodology is backed by decades of academic research and over 200,000 teachers have been observed by certified CLASS observers. Teachstone has worked with organizations in 34 states to create a culture of excellence that impacts students, staff, and the community.

**Powered by Innovation**
Teachstone’s interactive trainings bring CLASS to life for teachers, coaches, and observers. Our online tools and exercises use intuitive technology to help you collect data, provide coaching, and, ultimately, improve teacher-student interactions.
The Teachstone-enabled path to excellence in your classrooms

**The Teachstone® Journey**

**ESTABLISH BASELINE**
CLASS Stage 1

In **CLASS Stage 1**, certified observers use myTeachstone to establish a baseline assessment of classroom quality, comply with Head Start or state-level reporting requirements, and identify areas for focused professional development.

**Institutional Outcomes:**
- Understand individual teacher strengths and areas for increased focus
- Comply with any federal or state reporting mandates

**CLASS Stage 2** uses myTeachstone, hosted trainings, and coach certifications to address individual teacher development needs, and builds the foundation for impactful performance in the classroom.

**Institutional Outcomes:**
- In-house coaching expertise for supporting teacher growth and driving targeted improvements
- Organization develops proficiency in CLASS-based teaching methodology
- Foundations in place to support social emotional and instructional development in student outcomes

**CLASS Stage 3** builds institutional capabilities necessary for implementing CLASS professional development across an entire teacher population and supports ongoing engagement from certified coaches and trainers within an organization.

**Institutional Outcomes:**
- In-house trainer for new Observers
- Students showing measureable gains in learning outcomes from CLASS-enabled teaching
- New teacher hires are on-boarded and CLASS trained by in house staff.

**Tools and Technology to Support you at Every Stage**

Learn More: 866.998.8352  learnmore@teachstone.com  www.teachstone.com
Emotional Support:
Children's social and emotional well-being in the classroom are indicators of school readiness and future success.

- "Children who are motivated and connected to others in the early years of schooling are much more likely to establish positive trajectories of development in both social and academic domains" (Pianta et al., 2008, p. 3).
- As a teacher, your ability to support children's social and emotional functioning is pivotal to classroom quality and success.
- There are four dimensions observed and scored under Emotional Support in the CLASS. Each dimension can be addressed and covered by a RRFTS strategy.

Positive Climate
- Positive climate refers to the emotional connection, respect, and enjoyment demonstrated between teachers and children and also among children.
- The RRFTS TALK strategy is all about connecting with children.
- By using TALK with your children, you create a positive classroom climate and help children feel safe and emotionally supported.
- By using the RRFTS strategies, you give children the power of language to communicate their needs, wants, and feelings. This contributes to a positive climate since children are using words rather than aggressive actions.

Negative Climate
- The level of negativity observed in the classroom is the negative climate. This includes anger, hostility, or aggression exhibited by either the teacher or the students.
- By tuning-in to the children in your classroom, you can recognize and lessen the effects of this negativity. You will know the children and understand how to help each one.
Teacher Sensitivity

- Teacher sensitivity is how aware teachers are of children's academic and emotional concerns and how they respond to these concerns.
- Using TALK and START, you can address children's emotional needs and academic concerns.
- Emotional Needs: TALK helps you engage in conversations with your children.
- Academic Concerns: START is a system for pushing-in and pulling-out rich language connected to a complex storybook.

Regard for Student Perspectives

- Regard for student perspectives refers to how much teachers' interactions with students and classroom activities place an emphasis on children's interests, motivations, and points of view.
- How interested are you in what your children have to say? With TALK, you enter the child's world and focus on what is important to him or her.

Classroom Organization:

"Classrooms function best and provide the most opportunities for learning when [children] are well-behaved, consistently have things to do, and are interested and engaged in learning tasks" (Pianta et al., 2008, p. 3).

- Children need to learn self-regulatory skills. This helps them to be successful in classroom settings. Research shows that children in well-regulated classroom environments exhibit better self-regulation.
- There are three dimensions observed and scored under Classroom Organization in the CLASS (Pianta et al., 2008). Using TALK and START, you can organize your classroom to effectively engage children in each of these dimensions.

Behavior Management

How effectively do your monitor, prevent, and redirect behavior?

- Classrooms that use positive strategies for preventing and redirecting behavior tend to have children who make greater academic progress.
• With TALK, you are constantly tuning-in to your children. This allows you to monitor what children are doing. By listening and asking questions, you can prevent and redirect behavior that does not contribute to an effective classroom.

• By using TALK and START, you give children the power of language to solve their own problems. When children are empowered, they are more self-reliant and less likely to engage in inappropriate behaviors.

**Productivity**

• Productivity refers to how well the classroom runs. As a teacher, you want to organize routines, activities, and directions so that you can maximize the time children spend in learning activities.

• Children are most engaged in productive environments. This engagement is directly associated with learning.

• TALK and START both engage children. With your children focused on you, you will find it easier to set up routines, give directions, and engage children in learning activities.

**Instructional Learning Formats**

• Instructional learning formats are how teachers facilitate activities and provide materials that engage children in learning opportunities.

• For children to learn, they must not only have something to do, but they must also be engaged and interested in the learning activities provided to them.

• You can effectively engage your children by using the TALK and START teaching strategies. These strategies are all about tuning-in to your children and capturing their attention through positive interactions and meaningful activities.

• When children are engaged in meaningful activities, you can spend more time in conversations that build language and less time handling behavior issues.

**Instructional Support:**

There is a big difference between simply learning facts and gaining usable knowledge. Usable knowledge is how facts are interconnected, organized, and conditioned on one another.

• The CLASS focuses on the ways teachers implement lesson material to effectively support cognitive and language development—this is usable knowledge. It gauges three dimensions under Instructional Support (Pianta et al., 2008). TALK and START are both strategies that focus on cognitive and language development and support interactions between teachers and children.

**Concept Development**

Concept development refers to how teachers use instructional interactions and activities to promote children's higher-order thinking skills. This is different from a focus on rote instruction.
• TALK is a great strategy to engage children in conversations. By tuning-in and asking questions, you can push-in and pull-out rich vocabulary and complex sentences.
• START promotes higher-order thinking skills. You can push-in and pull-out Tier 2 words and help children make connections between a complex storybook and real life by asking questions and engaging children in discussions. Also, by tying the storybook to an activity, you will push-in children's knowledge of the subject.

Quality of Feedback

• How are you responding to your children? Quality of feedback entails how teachers extend children's learning through responses to children's ideas, comments, and classroom work.
• The TALK and START strategies both encourage you to interact with children and lift their learning by your responses.

Language Modeling

• Language modeling is the extent to which teachers facilitate and encourage children's language.
• By using TALK and START with your children, you are constantly modeling rich language and complex sentences. You are also giving your children a chance to practice this rich language development.

| Target Tier 2 vocabulary related to story: |
| Nocturnal, Frightened, Huddled, Worried, Concerned |
| Predator, Dependent, Protect, Familiar, Relieved |
# Concept Development

## Indicators & Behavioral Markers

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Analysis &amp; Reasoning</th>
<th>Creating</th>
<th>Integration</th>
<th>Connections to the Real World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why/How Questions</td>
<td>• Why/How Questions</td>
<td>• Brainstorming</td>
<td>• Connects concepts</td>
<td>• Real-world applications</td>
</tr>
<tr>
<td></td>
<td>• Problem Solving</td>
<td></td>
<td>• Integrates with previous knowledge</td>
<td>• Related to student's lives</td>
</tr>
<tr>
<td></td>
<td>• Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prediction/Experimentation</td>
<td>• Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Classification/Comparison</td>
<td>• Producing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quality of Feedback

Indicators & Behavioral Markers

**Scaffolding**
- Hints
- Assistants

**Feedback Loops**
- Back and forth exchanges
- Persistence by teacher
- Follow-up questions

**Prompting Thought Processes**
- Asks students to explain thinking
- Queries responses and actions

**Providing Information**
- Recognition
- Reinforcement
- Student persistence

**Encouragement & Affirmation**
- Recognition
- Reinforcement
- Student
## Language Modeling

### Indicators & Behavioral Markers

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Frequent Conversations          | • Back and forth exchanges  
                                 | • Contingent responding  
                                 | • Peer conversation         |
| Open-Ended Questions            | • Questions require more than a one word response  
                                 | • Students respond         |
| Repetition and Extension        | • Repeats  
                                 | • Extends/Elaborates        |
| Self & Parallel Talk            | • Maps own actions with language  
                                 | • Maps student action with language |
| Advanced Language               | • Variety of words  
                                 | • Connected to familiar words/ideas |
## Positive Climate

### Indicators & Behavioral Markers

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>Physical proximity, Shared activities, Peer assistance, Matched affect, Social conversation</td>
</tr>
<tr>
<td>Positive Affect</td>
<td>Smiling, Laughter, Enthusiasm</td>
</tr>
<tr>
<td>Positive Communication</td>
<td>Verbal affection, Physical affection, Positive expectations</td>
</tr>
<tr>
<td>Respect</td>
<td>Eye contact, Warm, calm voice, Respectful language, Cooperation and/or sharing</td>
</tr>
</tbody>
</table>
Negative Climate

Indicators & Behavioral Markers

**Negative Affect**
- Irritability
- Anger
- Harsh voice
- Peer aggression
- Disconnected or escalating negativity

**Punitive Control**
- Yelling
- Threats
- Physical control
- Harsh punishment

**Sarcasm/Disrespect**
- Sarcastic voice/Statement
- Teasing
- Humiliation

**Severe Negativity**
- Victimization
- Bullying
- Physical punishment
Teacher Sensitivity

Indicators & Behavioral Markers

- **Awareness**
  - Anticipates problems and plans appropriately
  - Notices lack of understanding and/or difficulties

- **Responsiveness**
  - Acknowledges emotions
  - Provides comfort and assistance
  - Provides individualized support

- **Addresses Problems**
  - Helps in an effective and timely manner
  - Helps resolve problems

- **Student Comfort**
  - Seeks support and guidance
  - Freely participates
  - Takes risks
## Regard for Student Perspectives

### Indicators & Behavioral Markers

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicators and Behavioral Markers</th>
</tr>
</thead>
</table>
| Flexibility and Student Focus   | • Shows flexibility  
                              • Incorporates student's ideas  
                              • Follows lead |
| Support for Autonomy and Leadership | • Allows choice  
                              • Allows students to lead lessons  
                              • Gives students responsibilities |
| Student Expression              | • Encourages student talk  
                              • Elicits ideas and/or perspectives |
| Restriction of Movement         | • Allows movement  
                              • Is not rigid |
Behavior Management

Indicators & Behavioral Markers

**Clear Behavior Expectations**
- Clear expectations
- Consistency
- Clarity of rules

**Proactive**
- Anticipates of problem behavior or escalation
- Low reactivity
- Monitors

**Redirection of Misbehavior**
- Effective reduction of misbehavior
- Attention to the positive
- Uses subtle cues to redirect
- Efficient redirection

**Student Behavior**
- Frequent compliance
- Little aggression or defiance
Dimension Chart

Productivity

Indicators & Behavioral Markers

Maximizing Learning Time
- Provision of activities
- Choice when finished
- Few disruptions
- Effective completion of managerial tasks
- Pacing

Routines
- Students know what to do
- Clear instructions
- Little wandering

Transitions
- Brief
- Explicit follow-through
- Learning opportunities within

Preparation
- Materials ready and accessible
- Knows lessons
# Instructional Learning Formats

## Indicators & Behavioral Markers

### Effective Facilitation
- Teacher involvement
- Effective questioning
- Expanding children's involvement

### Variety of Modalities & Materials
- Range of auditory, visual, and movement opportunities
- Interesting and creative materials
- Hands-on opportunities

### Student Interest
- Active participation
- Listening
- Focused Attention

### Clarity of Learning Objectives
- Advanced organizers
- Summaries
- Reorientation statements
Language & Literacy

Building Skills in Preschoolers

Pre-K Bootcamp, June 2018

Teresa Laney, M.S., CCC-SLP
Instructional Support Specialist
tlaney@mdek12.org

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Three-Year-Old Standards for SPEAKING AND LISTENING

- **ELA.SL.PK.2:** Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (Page 41)
- **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.
Speech and Language Skills

One to Two Years

<table>
<thead>
<tr>
<th>Hearing and Understanding</th>
<th>Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Points to a few body parts when asked.</td>
<td>• Says more words every month.</td>
</tr>
<tr>
<td>• Follows simple commands and understands simple questions (&quot;Roll the ball,&quot; &quot;Kiss the baby,&quot; &quot;Where's your shoe?&quot;).</td>
<td>• Uses some one- or two-word questions (&quot;Where kitty?&quot; &quot;Go bye-bye?&quot; &quot;What's that?&quot;).</td>
</tr>
<tr>
<td>• Listens to simple stories, songs, and rhymes.</td>
<td>• Puts two words together (&quot;more cookie,&quot; &quot;no juice,&quot; &quot;mommy book&quot;).</td>
</tr>
<tr>
<td>• Points to pictures in a book when named.</td>
<td>• Uses many different consonant sounds at the beginning of words.</td>
</tr>
</tbody>
</table>
## Two to Three Years

### Hearing and Understanding
- Understands differences in meaning ("go-stop," "in-on," "big-little," "up-down").
- Follows two requests ("Get the book and put it on the table").
- Listens to and enjoys hearing stories for longer periods of time.

### Talking
- Has a word for almost everything.
- Uses two or three words to talk about and ask for things.
- Uses k, g, f, t, d, and n sounds.
- Speech is understood by familiar listeners most of the time.
- Often asks for or directs attention to objects by naming them.
- Asks why?
- May stutter on words or sounds.

## Three to Four Years

### Hearing and Understanding
- Hears you when you call from another room.
- Hears television or radio at the same loudness level as other family members.
- Understands words for some colors, like red, blue, and green.
- Understands words for some shapes, like circle and square.
- Understands words for family, like brother, grandmother, and aunt.

### Talking
- Talks about what happened during the day. Uses about 4 sentences at a time.
- Speech is intelligible to unfamiliar people.
- Answers simple "who?", "what?", and "where?" questions.
- Asks when and how questions.
- Says rhyming words, like hat-cat.
- Uses pronouns, like I, you, me, and we.
- Uses some plural words.
- Uses a lot of sentences that have four or more words.
# Four to Five Years

<table>
<thead>
<tr>
<th>Hearing and Understanding</th>
<th>Talking</th>
</tr>
</thead>
</table>
| • Understands words for order, like first, next, and last.  
• Understands words for time, like yesterday, today, and tomorrow.  
• Follows longer directions, like "Put your pajamas on, brush your teeth, and then pick out a book."  
• Follows classroom directions, like "Draw a circle on your paper around something you eat."  
• Hears and understands most of what is said at home and in school. | • Says all speech sounds in words. May make mistakes on sounds that are harder to say, like l, s, r, v, z, ch, sh, th.  
• Responds to "What did you say?"  
• Names letters and numbers.  
• Uses sentences that have more than one action word, like jump, play, and get. May make some mistakes, like "Zach got two video games, but I got one."  
• Tells a short story.  
• Keeps a conversation going.  
• Talks in different ways depending on the listener and place. |

---

## Late Language Emergence (LLE)

- A delay in language onset with no other diagnosed disabilities or developmental delays in other cognitive or motor domains.
- Diagnosed when language development trajectories are below age expectations. Toddlers who exhibit LLE are often referred to as "late talkers."
Late Language Emergence

- Late talkers with only expressive delays exhibit delayed vocabulary acquisition and often demonstrate slow development of sentence structure and articulation.
- Those with mixed expressive and receptive language delays exhibit delays in language comprehension and in oral language production.

Late Talker vs. Late Bloomer

- Late bloomers use more communicative gestures than age-matched late talkers to compensate for limited oral expressive vocabularies.
- Late bloomers are also less likely to demonstrate language comprehension delays when compared with children who remain delayed.

(Thal & Tobias, 1992; Thal, Tobias, & Morrison, 1991)
Late Language Emergence (LLE)

- Late talkers may be at risk for developing language and/or literacy difficulties as they age.
- Late talkers who have receptive and expressive delays are at greater risk for poor outcomes than late talkers whose comprehension skills are in the normal range (Marchman & Fernald, 2013).

Late Language Emergence (LLE)

- LLE may also be an early or secondary sign of a disorder such as specific language impairment, social communication disorder, autism spectrum disorder, learning disability, attention deficit hyperactivity disorder, intellectual disability, or other developmental disorders.
- In order to make a differential diagnosis, it is critical to monitor the global development of a child in domains that include, but are not limited to, cognitive, communication, sensory, and motor skills.
### Signs of LLE

- Expressive vocabulary of fewer than 50 words and no two-word combinations by 24 months of age.
- Phonological differences once they do produce their first words, including less mature syllable structures, speech sound errors, and smaller consonant and vowel inventories.

### Signs of LLE

- Delayed comprehension and communicative use of symbolic gestures.
- Use of shorter and less grammatically complex utterances—particularly for toddlers with expressive and receptive delays.
- Comprehension of fewer words.
LLE Outcomes

• Only one in five late talkers still has language impairment at age 7.

• Although many late talkers go on to perform within the normal range on expressive and receptive language measures by kindergarten age, their scores continue to be lower than those of children with a history of typical language development.

• Deficits in comprehension are associated with language deficits at later ages, and those children may later be identified as having a language disorder.

Treatment of LLE

• Encourage book sharing and play groups.

• Encourage multiple modes of communication (e.g., speech, gestures, signs, and pictures).

• Provide responses directly related to a child's communication act or focus of attention.

• Imitate or expand the child’s use of words.

• Give adequate time for the child to initiate and respond to adults.
Delay or Disorder

How Do I Know?

Signs of a Language Disorder

• Does not smile or interact with others (birth and older)
• Does not babble (4-7 months)
• Makes only a few sounds or gestures (7-12 months)
• Does not understand what others say (7 months-2 years)
• Says only a few words (12-18 months)
• Words are not easily understood (18 months-2 years)
• Does not put words together to make sentences (1.5-3 years)
• Has trouble playing and talking with other children (2-3 years)
• Has trouble with early reading and writing skills (2.5-3 years)
What We Can Do

- Listen and respond to the child.
- Talk, read, and play with the child.
- Talk about what you are doing and what the child is doing.
- Use a lot of different words with the child.
- Use longer sentences as the child gets older.
- Encourage the child to play with other children.

Signs of a Speech Sound Disorder

By age 2-3, the child continues to:

- produce speech that is unclear, even to familiar people.
- have difficulty making wants and needs known to others.
- become frustrated when trying to communicate.
Speech Sound Acquisition

Articulation Development

<table>
<thead>
<tr>
<th>Age</th>
<th>Initial Position</th>
<th>Medial Position</th>
<th>Final Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>b, d, l, m, n, p</td>
<td>b, m, n</td>
<td>m, p</td>
</tr>
<tr>
<td>3</td>
<td>l, g, k, w</td>
<td>f, g, k, ng, p, t</td>
<td>b, d, g, k, n, t</td>
</tr>
<tr>
<td>4</td>
<td>&quot;kw&quot;</td>
<td>d</td>
<td>f</td>
</tr>
<tr>
<td>5</td>
<td>ch, j, l, s, sh, y, bl</td>
<td>ch, j, l, s, sh, z</td>
<td>l, ng, ch, j, s, zh, r, v, z</td>
</tr>
<tr>
<td>6</td>
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<td>r, v</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>z, sl, sp, sw, voiced th, voiceless th</td>
<td>voiced th</td>
<td>voiceless th</td>
</tr>
<tr>
<td>8</td>
<td>voiceless th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information gathered from GFTA-2 manual
Signs of a Speech Sound Disorder

- omissions/deletions—certain sounds are not produced (e.g., "cu" for "cup" and "poon" for "spoon");
- substitutions—one or more sounds are substituted (e.g., "wabbit" for "rabbit");
- additions—one or more extra sounds are added or inserted into a word (e.g., "buhlack" for "black");
- distortions—sounds are altered or changed (e.g., a lateral "s");

Phonological Processes

- Speaking with all of the sounds of an adult is too overwhelming to a young child’s brain. To overcome this, the child’s brain creates rules to simplify speech sounds and make words easier to say. These rules are called phonological processes.
- All processes typically disappear by age 5.
Phonological Processes

- Assimilation (changing consonants in a word to be more like other consonants in the word, like lellow for yellow)
- Final Consonant Deletion (ca for cat)
- Reduplication (wawa for water)
- Weak Syllable Deletion (nana for banana)
- Velar Fronting (/t/ for /k/ and /d/ for /ɡ/)
- Stopping (replacing long sounds like /s/ with short sounds like /t/)
- Cluster Reduction (pot for spot)

What We Can Do

- Model correct speech when you talk—it is okay if the child makes some mistakes with sounds.
- Do not correct speech sounds—it is more important to let the child keep talking.
Signs of a Fluency Disorder (Stuttering)

The following may occur around 2.5-3 years of age:

- Struggles to say sounds or words.
- Repeats first sounds of words—"b-b-b-ball" for "ball".
- Pauses a lot while talking.
- Stretches sounds out—"f-f-f-f-farm" for "farm".
- Inserts many "fillers" into conversation—"uh" or "um".

What We Can Do

- Give the child time to talk.
- Do not interrupt or stop the child while he or she is speaking.
- Many young children stutter for a short period of time. In most cases, the stuttering will stop.
Importance of Oral Language

• According to the National Reading Panel (2000), oral language is well researched as one of the biggest predictors of literacy success. From birth, our brains have been wired to acquire both speech and language skills, which directly support the acquisition of reading and writing.

Importance of Oral Language

Are you a low-verbal, average-verbal, or highly verbal teacher? Consider this scenario:

You are in the grocery store with your child and you put kiwis in your grocery cart. Your child asks, “What are those?” Here are three possible responses:
Low Verbal

You give your child a nonverbal signal to be quiet, because you are talking on the phone, but whisper “Kiwis.”

Average Verbal

“These are kiwis. They are fruit and they taste really good. What else do we need?”
High Verbal

“These are kiwis. On the outside they are brown and fuzzy; feel them. You don’t eat the skins; I think they’d taste terrible! You cut them open and inside they are a bright green like the color of limes. Here’s a lime over here. Look – they are this color inside. There are also hundreds of tiny black seeds inside too, kind of like strawberries. Strawberries have a bunch of tiny black seeds too, but they are on the outside. We’ll cut a kiwi open when we get home to taste it. Usually they’re sweet when they are ripe. Ripe means they are ready to eat. Let’s pick out another fruit. What kind would you like to try?”

Tier 2 Words

“These are kiwis. On the outside they are brown and fuzzy; feel them. You don’t eat the skins; I think they’d taste terrible! You cut them open and inside they are a bright green like the color of limes. Here’s a lime over here. Look – they are this color inside. There are also hundreds of tiny black seeds inside too, kind of like strawberries. Strawberries have a bunch of tiny black seeds too, but they are on the outside. We’ll cut a kiwi open when we get home to taste it. Usually they’re sweet when they are ripe. Ripe means they are ready to eat. Let’s pick out another fruit. What kind would you like to try?”
Tier 2 Words

Teaching Tier 2 words in the context of conversation and books expands the child’s vocabulary exponentially.

Book Study

- Choose a theme and/or book.
- Choose Tier 2 words to target
- Teach vocabulary in the context of the story.
- Add multi-sensory elements (Ex: gestures, videos, role play) to increase retention.
Importance of Oral Language

Reading and writing float on a sea of talk.

-James Britton

Language vs. Reading Red Flags

<table>
<thead>
<tr>
<th></th>
<th>Speech/Language Disorder</th>
<th>Reading Disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral comprehension problems</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Stuttering</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Verbal expression problems</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Delayed speech</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Unclear articulation</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Slow, inaccurate reading</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Limited vocabulary</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Poor written expression</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty memorizing</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Word-finding problems</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty learning to rhyme</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Confusing sounds in words</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Characteristics of Dyslexia – Preschool

• Delayed speech: not speaking any words by the child's first birthday. Often, they don't start talking until they are 2, 2½, 3, or even older.

• Mixing up sounds in multi-syllabic words: For example, aminal for animal, bisghetti for spaghetti, hekalopter for helicopter, hangaberg for hamburger, mazageen for magazine, etc.

• Failure to learn the letters in their own name.

Characteristics of Dyslexia – Preschool

• Confusion over left versus right, over versus under, before versus after, and other directional words and concepts.

• Late to establish a dominant hand; may switch from right hand to left hand while coloring, writing, or doing any other task.

• Trouble calling things by the right name.

• Difficulty following directions.

• Inability to correctly complete phonemic awareness tasks.
Characteristics of Dyslexia – Preschool

• Lots of ear infections.
• Can’t master tying shoes.
• Despite listening to stories that contain lots of rhyming words, such as Dr. Seuss, cannot tell you words that rhyme with simple words such as cat or seat by the age of 4½.
• Difficulty learning the names of the letters or sounds in the alphabet; difficulty writing the alphabet in order.

If a child can’t learn the way we teach, maybe we should teach the way they learn.

Ignacio Estrada
Multi-Sensory Strategies

- Playdough letters
- Drawing in sand or shaving cream
- Sensory bins

Table Talk

Based on the strategies discussed today on language acquisition, develop a lesson plan for an activity using one of the objects pictured to promote language and/or literacy skills.
Example: Lesson Plan

- Objective – With guidance and support, demonstrate understanding of information by asking and answering questions, [as well as responding to directions.]
- Materials – Peg board and colored pegs
- Activity – Provide a peg board to the child. The teacher will have control of the pegs and ask the child questions that enable him to obtain the pegs, such as: “Would you like the red or the green peg?” “Which one do you want?” “May I put one down?” “What color would you like?” “Would you like another turn?”, etc.

Example: Lesson Plan

- Assessment – Keep a +/- tally of correct responses.
- Observations – Make notes about the child’s attention, cooperation, or other relevant information.
Example: Language-Infused Classroom


Resources

- https://www.iidc.indiana.edu/pages/writing-and-using-social-narratives Research and procedures on social stories
- https://pathways.org/topics-of-development/milestones/
Teresa Laney, M.S., CCC-SLP

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<th>Preschool Lesson Plan</th>
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