

OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS
Summary of State Board of Education Agenda Items
June 20-21, 2013

OFFICE OF CURRICULUM AND INSTRUCTION

07. Approval to revise the *Mississippi Early Learning Standards for Classrooms Serving Four-Year Old Children*
(Has cleared the Administrative Procedures Act process with public comments)

Executive Summary

The Mississippi Department of Education's Office of Curriculum and Instruction has collaborated with the Early Childhood Institute at Mississippi State University to develop learning standards for Mississippi schools serving four-year old children. The 2013 *Mississippi Early Learning Standards for Classrooms Serving Four-Year Old Children* represents the expertise and experience of a task force of early childhood professionals.

This document is aligned to the kindergarten Common Core State Standards (CCSS) for English Language Arts (ELA) and Mathematics and corresponds to the CCSS for ELA strands for Reading, Writing, Speaking and Listening, and Language and the CCSS for Mathematics Domains. This document has been revised to include additional standards for Social Studies, Science, Approaches to Learning, Social and Emotional Development, Physical Development, and Creative Expression.

Recommendation: Approval

Back-up material attached

From: Tammy Wallace <twallace@hinds.k12.ms.us>
Sent: Wednesday, May 08, 2013 10:11 AM
To: MDE Early Childhood
Subject: Comments on early learning standards

Since some of the standards say "with prompting and support," it would be nice to streamline the other standards expected for mastery into another category. It would also be helpful to provide some type of universal record keeping system so when students go to kindergarten the kindergarten teacher would be informed of child's progress no matter what pre-k he/she attended.

Thanks,
Tammy Wallace
Utica Pre-K
Hinds County

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From: Lynn Darling <LDarling@colled.msstate.edu>
Sent: Wednesday, May 29, 2013 9:36 AM
To: MDE Early Childhood
Subject: ELS comments
Attachments: Math Crosswalk.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Robin,

The numbering for the standards in ELS Mathematics do not align with the kindergarten Common Core standards. The standards that did not have a 3 or 4-year-old equivalent should say "No developmentally appropriate standard" in order to remain aligned with the kindergarten standards. For example, in the original ELS document:

Counting and Cardinality

For 3s

2. No developmentally appropriate standard.

For 4s

2. No developmentally appropriate standard.

For K Common Core

2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

On the revised document available now:

Counting and Cardinality

For 3s

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

For 4s

2. With prompting and support, recognize, name, and attempt writing numerals 0 - 10.

For K Common Core

2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

In the English Language Arts document, the phrase "No developmentally appropriate standard" is used and the alignment is maintained.

Lynn D. Darling, Ph.D

Director

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"Each person can change the world, and every person should try." ~ John F. Kennedy

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From: Jane Boykin [janepboykin@yahoo.com]
Sent: Monday, June 03, 2013 2:44 PM
To: Robin Lemonis
Subject: Comment re Proposed Pre-K Standards

Although I would have much preferred to address these concerns in a meeting where there could be a "softer tone" to communication; however, I was directed to send comments in writing addressed to you.

I do very much appreciate all you are doing to include child care and look forward to moving beyond "growing pains" and working with you to best meet the needs of our State's children.

Sincerely,

Jane Boykin, President
Mississippi Forum on Children & Families
janepboykin@yahoo.com

**Comment on Proposed Rule Making
Jane Boykin; President, Mississippi Forum on Children & Families**

**Re: Mississippi Early Learning Standards for Classrooms Serving
Four-Year-Old Children; and, Mississippi Early Learning Standards
for Classrooms Serving Three-Year-Old-Children**

Comments on the Proposed Early Learning Standards are made in writing as directed in SDE's response to a requested public hearing (Exhibit 1) and preceded with the following considerations:

- **Reservation of Rights: § 25-43-3.105. Economic impact statement...**(Exhibit 2: Notice filed with SOS)

The grounds for invalidation of an agency action, based upon the economic impact statement, are limited to the agency's failure to adhere to the procedure for preparation of the economic impact statement as provided in this section, or the agency's failure to consider information submitted to the agency regarding specific concerns about the statement, if that failure substantially impairs the fairness of the rule-making proceeding. (Exhibit 2: Notice filed with SOS)

- **Challenge to Claimed Authority “authorizing the promulgation of rule” § 37-3-49**(Exhibit 2: Notice filed with SOS)

The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such program in the public schools... This provision shall begin with the courses taught in **Grades K-8** which contain skills tested through the Mississippi Basic Skills Assessment Program and shall proceed through **all secondary school** courses mandated for graduation and all secondary school courses in the Mississippi end-of-course testing program.

- **Challenge to the Proposed Adoption of “Common Core Standards”** <http://www.mde.k12.ms.us/curriculum-and-instruction/curriculum-and-instruction-other-links/common-core-state-standards> (Retrieved June 1, 2013)

“The Common Core State Standards (CCSS), adopted in Mississippi in 2010... were then developed for each grade level to prepare students to meet those expectations by graduation. Mastery of these standards leads to proficiency in **English Language Arts and Mathematics for grades K-12.**”

Accordingly, Commenter makes the following claims:

While the Department of Education’s current authority to promulgate Standards for pre-kindergarten classrooms is questioned, SB2395 passed by the 2013 Legislature and signed into law by the Governor, effective July 1, 2013, does contain related requirements.

However, the proposed Standards do not meet those requirements and, furthermore, no authority given for any related activity prior to date the law becomes effective.

In addition to failing to meet the required “highest level of fundamental domains”, the Standards falsely imply there are Common Core Standards below those established for Kindergarten and there are not.

Further, working backward from Kindergarten Standards is an approach that puts a ceiling on the development of children during the early childhood period when the capacity for all later learning is developed.

Standards for early learning must, like the development of children, be a bottom up process of continually higher levels of development that fuel related improvement in the K-12 system as these highly developed children progress from kindergarten to each higher grade.

The proposed Standards also wrongly identify subject areas as domains of development and they are not. Thus, any related professional development will wrongly train teachers and increase the cost when those teachers have to be retrained to have the accurate understanding of child development required to appropriately guide the development of young children.

Under the State’s Administrative Procedures Law, once adopted, the Standards become law. Consequently, Mississippi law will be flawed by the false and/or wrongful claims embodied in these Standards.

Despite the lack of a statement of “Economic Impact”, the adoption of these Standards carries a significant cost.

Although the Law established in SB2395 correctly omitted any reference or authority related to the State’s failed system for improving the quality of early care and development programs, it did not prohibit the Department of Human Services from continuing to fund

the program and/or maintaining requirements such as those requiring licensed child care programs to implement the Standards (Guidelines) for Early Learning.

The cost of implementing the proposed Standards in all licensed child care facilities will exceed the \$100,000 threshold of the related requirements of the APL. Moreover, the wrongful identification of subject areas as domains of development will add to the cost as providers search for a curriculum that likewise is based on the wrongful identification of subject areas as domains of development, if such exists.

Consequently, the State Board of Education can no longer consider Early Learning Standards and Guidelines proposed for public schools in isolation of related requirements of other State agencies.

Neither can the Department continue to develop early learning standards without including representatives of the larger constituency of early learning service providers or rely on review teams without representation of this larger constituency.

These claims omit specific concerns about the content that have plagued all early learning curriculum and guidelines since the initial adoption of the State's kindergarten framework developed by working down from the requirements for first grade.

However, the omission of specific concerns does not indicate a lack of such concerns – only a lack of time to conduct the required research in time to meet the deadline for submitting written comment. In the past, the task has required more than the allowable 30-day period established in the APL and the resulting assessment has indicated adoption of the recommended Standards (Guidelines) posed a significant risk to the development of children.

Related recommendations include:

1. Withdrawal of the proposed notice to adopt;
2. Convening representatives of the diverse group of stakeholders in early childhood education to correct the errors and misrepresentations in the proposed Standards;
3. Retaining the services of independent, qualified reviewers to examine the resulting proposed Standards;
4. Holding public meetings prior to submitting the proposed Standards to the Secretary of State to ensure full public participation; and
5. Post notice with the Secretary of State with one or more public hearings scheduled and a concise Statement of Economic Impact and direction for obtaining the full analysis of cost.

Thank you for considering these comments in light of our mutual commitment to the best possible outcomes for Mississippi's preschool-age children enrolled in the diverse group of programs and services that comprise Early Childhood Education in our State.



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

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

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Revised 2013

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ACKNOWLEDGEMENTS

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

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

PREFACE

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

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

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

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

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.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS OVERVIEW

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

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

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

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

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

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

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

Key Ideas and Details

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

Craft and Structure

4. Exhibit curiosity and interest in learning words in print.
 - a. Develop new vocabulary from stories.
 - b. Identify environmental print (e.g., word wall, class dictation).
5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).
6. With prompting and support, identify the role of the author and illustrator.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

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

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

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

Print Concepts

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

Phonological Awareness

2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.
 - a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).
 - b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).
 - c. Demonstrate awareness of the relationship between sounds and letters.
 - d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.
 - e. With prompting and support, isolate and pronounce the initial sounds in words.
 - f. Demonstrate an awareness of ending sounds in words.
3. With prompting and support, demonstrate emergent phonics and word analysis skills.
 - a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

- b. Recognize own name, environmental print, and some common high-frequency sight words.

Fluency

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

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

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

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

WRITING STANDARDS (Four-year-old children)

Text Types and Purposes

1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.
 - a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.
 - b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.
 - c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.
2. No developmentally appropriate standard.
3. No developmentally appropriate standard.

Production and Distribution of Writing

4. No developmentally appropriate standard.
5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.
6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.

Research to Build and Present Knowledge

7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.
8. With prompting and support, recall information from experiences to answer questions.
9. No developmentally appropriate standard.

Range of Writing

10. No developmentally appropriate standard.

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

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

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

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

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

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LANGUAGE STANDARDS (Four-year-old children)

Conventions of Standard English

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

Knowledge of Language

3. No developmentally appropriate standard

Vocabulary Acquisition and Use

4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.
 - a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).
5. With guidance and support, explore word relationships and word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., *run, walk; fast, slow; soft, hard*).
 - c. Identify real-life connections between words and their use (e.g., find examples of things that are *smooth, rough*).
 - d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).
6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

Common Core State Standards for Mathematics

Overview

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

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

MATHEMATIC STANDARDS (Four-year-old children)

COUNTING AND CARDINALITY DOMAIN

Know number names and the count sequence.

1. With prompting and support, recite numbers 1 to 30 in the correct order.
2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.

Count to tell the number of objects.

3. With guidance and support, understand the relationship between numerals and quantities.
 - a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.
 - b. Match quantities and numerals 0 – 5.
4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.
 - a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

Compare numbers.

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

OPERATIONS AND ALGEBRAIC THINKING DOMAIN

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

1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.
2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.

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

MEASUREMENT AND DATA

DOMAIN Describe and compare measurable attributes.

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

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

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

GEOMETRY DOMAIN

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

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

Analyze, compare, create, and compose shapes.

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

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

OVERVIEW

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

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

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

EXAMPLE

CONTENT AREA ORGANIZATION

SCIENCE STANDARDS

Content Area

SCIENTIFIC METHOD AND INQUIRY

Domain

Engage in simple investigations.

Anchor Standard

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

Performance Standard

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

Performance Standard

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

PLAY DOMAIN

Engage in play.

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

CURIOSITY AND INITIATIVE DOMAIN

Demonstrate curiosity and initiative.

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

PERSISTENCE AND ATTENTIVENESS DOMAIN

Demonstrate persistence and attentiveness.

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

PROBLEM-SOLVING SKILLS DOMAIN

Demonstrate problem-solving skills.

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

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

SOCIAL DEVELOPMENT DOMAIN

Build and maintain relationships with others.

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

Work productively toward common goals and activities.

4. Participate successfully as a member of a group.
 - a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).
 - b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
 - c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).

5. Join ongoing activities in acceptable ways.
 - a. Express to others a desire to play (e.g., say, "I want to play.").
 - b. Lead and follow.
 - c. Move into group with ease.
6. Resolve conflicts with others.
 - a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.").
 - b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." *"I'm sorry I stepped on your mat."*).

EMOTIONAL DEVELOPMENT DOMAIN

Demonstrate awareness of self and capabilities.

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

Recognize and adapt expressions, behaviors, and actions.

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

SCIENCE STANDARDS (Four-year-old children)

SCIENTIFIC METHOD AND INQUIRY DOMAIN

Engage in simple investigations.

1. Make observations, make predictions, and ask questions about natural occurrences or events.
2. Describe, compare, sort and classify, and order objects.
3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).
4. Explore materials, objects, and events and notice cause and effect.
5. Describe and communicate observations, results, and ideas.
6. Work collaboratively with others.

Use the five senses to explore and investigate the environment.

7. Name and identify the body parts associated with the use of each of the five senses.
8. Describe similarities and differences in the environment using the five senses.

PHYSICAL SCIENCE DOMAIN

Develop awareness of observable properties of objects and materials.

1. Manipulate and explore a wide variety of objects and materials.
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).
3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).

LIFE SCIENCE DOMAIN

Acquire scientific knowledge related to life science.

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.
4. Compare and contrast characteristics of living and nonliving things.

EARTH SCIENCE DOMAIN

Apply scientific knowledge related to earth science and space.

1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).
2. Identify characteristics of the clouds, sun, moon, and stars.
3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).

TECHNOLOGY DOMAIN

Identify and explore a variety of technology tools.

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

PHYSICAL DEVELOPMENT STANDARDS (Four-year-old children)

GROSS MOTOR SKILLS DOMAIN

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

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

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

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

FINE MOTOR SKILLS DOMAIN

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

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

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

2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).
3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).

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

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

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

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

SELF-CARE, HEALTH, AND SAFETY SKILLS

Demonstrate an awareness and practice of safety rules.

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

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

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

CREATIVE EXPRESSION STANDARDS (Four-year-old children)

MUSIC DOMAIN

Participate in music-related activities.

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

DANCE AND MOVEMENT DOMAIN

Demonstrate understanding through the use of movement.

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

THEATRE AND DRAMATIC PLAY DOMAIN

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

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

VISUAL ARTS DOMAIN

Create and respond to visual art.

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

SOCIAL STUDIES STANDARDS (Four-year-old children)

FAMILY AND COMMUNITY DOMAIN

Understand self in relation to the family and the community.

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

Understand the concept of individual rights and responsibilities.

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

OUR WORLD DOMAIN

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

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

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

HISTORY AND EVENTS DOMAIN

Understand events that happened in the past.

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