



*The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: An Observational and Performance-Based Checklist*

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ School Year: \_\_\_\_\_

**College and Career Readiness Standards for English Language Arts**

**Code 1= Needs Development**

**2= Developing as Expected**

**3= Advanced Development**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>READING STANDARDS FOR LITERATURE</b>			
<b>KEY IDEAS AND DETAIL</b>			
1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.			
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media).			
3. With prompting and support, identify some characters, settings, and/or major events in a story.			
<b>CRAFT AND STRUCTURE</b>			
4. Exhibit curiosity and interest in learning words in print.			
a. Develop new vocabulary from stories.			
b. Identify environmental print.			
5. With prompting and support, interact with common types of texts.			
6. With prompting and support, identify the role of the author and illustrator.			
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
7. With prompting and support, make connections among self, illustrations, and the story.			
8. No developmentally appropriate standard.			
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories.			
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
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.			
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>			
<b>KEY IDEAS AND DETAIL</b>			
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials.			
2. With prompting and support, identify the main topic/idea and retell some details using diverse media.			
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, and conversation).			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>CRAFT AND STRUCTURE</b>			
4. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials.			
5. With prompting and support, identify the main topic/idea and retell some details using diverse media.			
6. 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, and conversation).			
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
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.			
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
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).			
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>			
<b>PRINT CONCEPTS</b>			
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.			
<b>PHONOLOGICAL AWARENESS</b>			
2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.			
a. Engage in language play.			
b. Explore and recognize rhyming words.			
c. Demonstrate awareness of the relationship between sounds and letters.			
d. Demonstrate an understanding of syllables in words (units of sounds) by clapping, stomping, and finger tapping.			
e. With prompting and support, isolate and pronounce 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.			
<b>FLUENCY</b>			
4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>WRITING STANDARDS</b>			
<b>TEXT TYPES AND PURPOSES</b>			
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 dictation) to express an opinion.			
b. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) and describe own writing.			
c. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to tell about events or stories.			
2. No developmentally appropriate standard.			
3. No developmentally appropriate standard.			
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>			
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.			
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			
7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research (e.g. explore a number of books by a favorite author on the same topic) and express opinions about them.			
8. With prompting and support, recall information from experiences to answer questions.			
9. No developmentally appropriate standard.			
<b>RANGE OF WRITING</b>			
10. No developmentally appropriate standard.			
<b>SPEAKING AND LISTENING STANDARDS</b>			
<b>COMPREHENSION AND COLLABORATION</b>			
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, 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.			
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
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.			
<b>LANGUAGE STANDARDS</b>			
<b>CONVENTIONS OF STANDARD ENGLISH</b>			
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).			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
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.			
<b>KNOWLEDGE OF LANGUAGE</b>			
3. No developmentally appropriate standard.			
<b>VOCABULARY ACQUISITION AND USE</b>			
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

Code 1= Needs Development

2= Developing as Expected

3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>COUNTING AND CARDINALITY DOMAIN</b>			
<b>KNOW NUMBER NAMES AND THE COUNT SEQUENCE</b>			
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.			
<b>COUNT TO TELL THE NUMBER OF OBJECTS</b>			
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.			
<b>COMPARE NUMBERS</b>			
5. Use comparative language (e.g., <i>more than</i> , <i>less than</i> , <i>equal to</i> , <i>same</i> , and <i>different</i> ) to compare objects, using developmentally appropriate pre-kindergarten materials.			
<b>OPERATIONS AND ALGEBRAIC THINKING DOMAIN</b>			
<b>UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM</b>			
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.			
<b>MEASUREMENT AND DATA DOMAIN</b>			
<b>DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES</b>			
1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., <i>small</i> , <i>big</i> , <i>short</i> , <i>tall</i> , <i>empty</i> , <i>full</i> , <i>heavy</i> , <i>light</i> ).			
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger</i> , <i>longer</i> , <i>taller</i> , <i>heavier</i> , <i>same weight</i> , <i>same amount</i> ).			
a. Use nonstandard units of measurement.			
b. Explore standard tools of measurement.			
<b>CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY</b>			
3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).			
<b>GEOMETRY DOMAIN</b>			
<b>EXPLORE, IDENTIFY, AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES)</b>			
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.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES</b>			
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).			

# College and Career Readiness Standards for Approaches to Learning

Code 1= Needs Development

2= Developing as Expected

3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>PLAY DOMAIN</b>			
<b>ENGAGE IN PLAY</b>			
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.			
<b>CURIOSITY AND INITIATIVE DOMAIN</b>			
<b>DEMONSTRATE CURIOSITY AND INITIATIVE</b>			
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.			
<b>PERSISTENCE AND ATTENTIVENESS DOMAIN</b>			
<b>DEMONSTRATE PERSISTENCE AND ATTENTIVENESS</b>			
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).			
<b>PROBLEM-SOLVING SKILLS DOMAIN</b>			
<b>DEMONSTRATE PROBLEM-SOLVING SKILLS</b>			
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.			

# College and Career Readiness Standards for Social and Emotional Development

Code 1= Needs Development

2= Developing as Expected

3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>SOCIAL DEVELOPMENT DOMAIN</b>			
<b>BUILD AND MAINTAIN RELATIONSHIPS WITH OTHERS</b>			
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.").			
<b>WORK PRODUCTIVELY TOWARD COMMON GOAL AND ACTIVITIES</b>			
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 conflict 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.").			



Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>EMOTIONAL DEVELOPMENT DOMAIN</b>			
<b>DEMONSTRATE AWARENESS OF SELF AND CAPABILITIES</b>			
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.			
<b>RECOGNIZE AND ADAPT EXPRESSIONS, BEHAVIORS, AND ACTIONS</b>			
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.			

# College and Career Readiness Standards for Science

Code 1= Needs Development

2= Developing as Expected

3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>SCIENTIFIC METHOD AND INQUIRY DOMAIN</b>			
<b>ENGAGE IN SIMPLE INVESTIGATIONS</b>			
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.			
<b>USE THE FIVE SENSES TO EXPLORE AND INVESTIGATE THE ENVIRONMENT</b>			
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.			
<b>PHYSICAL SCIENCE DOMAIN</b>			
<b>DEVELOP AWARENESS OF OBSERVABLE PROPERTIES OF OBJECTS AND MATERIALS</b>			
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).			
<b>LIFE SCIENCE DOMAIN</b>			
<b>ACQUIRE SCIENTIFIC KNOWLEDGE RELATED TO LIFE SCIENCE</b>			
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.			
<b>EARTH SCIENCE DOMAIN</b>			
<b>APPLY SCIENTIFIC KNOWLEDGE RELATED TO EARTH SCIENCE AND SPACE</b>			
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).			
<b>TECHNOLOGY DOMAIN</b>			
<b>IDENTIFY AND EXPLORE A VARIETY OF TECHNOLOGY TOOLS</b>			
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.			

# College and Career Readiness Standards for Physical Development

Code 1= Needs Development

2= Developing as Expected

3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>GROSS MOTOR SKILLS DOMAIN</b>			
<b>DEMONSTRATE UNDERSTANDING OF GROSS MOTOR CONCEPTS AS THEY APPLY TO THE LEARNING, DEVELOPMENT, AND PERFORMANCE OF PHYSICAL ACTIVITIES</b>			
1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).			
2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).			
<b>DEMONSTRATE COMPETENCY IN GROSS MOTOR SKILLS AND MOVEMENT PATTERNS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES</b>			
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).			
<b>FINE MOTOR SKILLS DOMAIN</b>			
<b>DEMONSTRATE COMPETENCY IN FINE MOTOR SKILLS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES</b>			
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).			
<b>DEMONSTRATE UNDERSTANDING OF EMERGING (DEVELOPING) FINE MOTOR SKILLS AS THEY APPLY TO THE LEARNING AND PERFORMANCE OF PHYSICAL ACTIVITIES</b>			
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).			
<b>PARTICIPATE IN FINE MOTOR ACTIVITY FOR SELF-EXPRESSION AND/OR SOCIAL INTERACTION</b>			
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).			
<b>DEMONSTRATE EMERGING (DEVELOPING) COMPETENCY IN SELF-HELP SKILLS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES</b>			
6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).			
<b>SELF-CARE, HEALTH, AND SAFETY SKILLS</b>			
<b>DEMONSTRATE AN AWARENESS AND PRACTICE OF SAFETY RULES</b>			
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.			
<b>DEMONSTRATE AN EMERGING (DEVELOPING) USE OF STANDARD HEALTH PRACTICES</b>			
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.			

# College and Career Readiness Standards for Creative Expression

Code 1= Needs Development

2= Developing as Expected

3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>MUSIC DOMAIN</b>			
<b>PARTICIPATE IN MUSIC-RELATED ACTIVITIES</b>			
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.			
<b>DANCE AND MOVEMENT DOMAIN</b>			
<b>DEMONSTRATE UNDERSTANDING THROUGH THE USE OF MOVEMENT</b>			
1. Create simple movements (e.g., twirl, turn around, skip, shake).			
2. Respond rhythmically to different types of music (e.g., fast, slow).			
<b>THEATRE AND DRAMATIC PLAY DOMAIN</b>			
<b>ENGAGE IN SPONTANEOUS DRAMATIC PLAY THROUGHOUT THE DAY IN A VARIETY OF CENTERS</b>			
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.			
<b>VISUAL ARTS DOMAIN</b>			
<b>CREATE VISUAL ART</b>			
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.			

# College and Career Readiness Standards for Social Studies

Code 1= Needs Development

2= Developing as Expected

3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>FAMILY AND COMMUNITY DOMAIN</b>			
<b>UNDERSTAND SELF IN RELATION TO THE FAMILY AND THE COMMUNITY</b>			
1. Identify self as a member of a family, the learning community, and local community.			
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.			
<b>UNDERSTAND THE CONCEPT OF INDIVIDUAL RIGHTS AND RESPONSIBILITIES</b>			
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.			
<b>OUR WORLD DOMAIN</b>			
<b>UNDERSTAND THE IMPORTANCE OF PEOPLE, RESOURCES, AND THE ENVIRONMENT</b>			
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).			
<b>HISTORY AND EVENTS DOMAIN</b>			
<b>UNDERSTAND EVENTS THAT HAPPENED IN THE PAST</b>			
1. With prompting and support, describe a simple series of familiar events.			
2. Recognize events that happened in the past.			