

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment											
Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: English Language Arts (ELA), Three-Year Olds			Every Child Ready Standards								
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Literature	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.").	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.					
		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).	LL-NC.3.AA Joins in acting out a book as it's read aloud.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	
		3. With guidance and support, identify common objects in the pictures of books.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-NC.2.AA Responds to illustrations or photos by using at least one word.	LL-NC.1.A Identifies and describes the main character in a story.	LL-NC.1.B Identifies the setting in a story.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.			
		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).	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-NC.5.B Recognizes that informational texts are a source of information.		
	Craft and Structure	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).	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.							
		6. With guidance and support, identify the role of the "author" and "illustrator."	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.								
	Integration of Knowledge and Ideas	7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.						
		8. Not applicable to literature.									
	Range of Reading and Level of Text Complexity	9. Begins at 4 years old or when the individual child is ready. RL.PK4.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	NA for three year olds								
		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).	LL-BK.1.AA Requests that books be read by an adult.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-NC.3.AA Joins in acting out a book as it's read aloud.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.1.A Identifies and describes the main character in a story.	LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.
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).	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.A Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.				
		2. With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.					
		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).	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.								
		4. Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.					
	Craft and Structure	5. With guidance and support, recognize how books are read and identify the front cover and back cover.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.					
		6. With guidance and support, identify the role of the author and illustrator.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.							
	Integration of Knowledge and Ideas	7. With guidance and support, make connections between self and real-life experiences as they relate to informational texts.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.								
		8. Begins at 4 years old or when the individual child is ready. ELA.RI.PK4.8 With prompting and support, explore the purpose of the informational text as it relates to self.	NA for three year olds								
	Range of Reading and Level of Text Complexity	9. Begins at 4 years old or when the individual child is ready. ELA.RI.PK4.9 With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	NA for three year olds								
		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).	LL-BK.1.AA Requests that books be read by an adult.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.					
		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.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.	LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.					
		b. Recognize that spoken words can be written and convey meaning.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-WR.2.AA Draws to represent something or to communicate a thought.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.						
		c. Begins at 4 years old or when the individual child is ready. ELA.RF.PK4.1c Understand that words are separated by spaces in print.	NA for three year olds								

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Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Foundational Skills	Print Concepts	d. Recognize and name some letters in their first name.	LL-AK.1.AA Identifies the first letter in their name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.						
		e. Recognize that letters can be grouped to form words.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).						
		f. Recognize some numbers.	M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0-3.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0-5.	M-NC.5.B Says the names of numerals 0-5 shown in random order.	M-NC.5.C Says the names of numerals 0-7 shown in random order.	M-NC.5.D Says the names of numerals 0-10 shown in random order.	M-NC.5.E Says the names of numerals 0-20 shown in random order.			
		g. Begins at 4 years old or when the individual child is ready. ELA.RF.PK.4.1g Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	NA for three year olds								
	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).	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, Twinkle little star. How I wonder what you _____."	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"						
		b. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	M-PFA.3.AA Copies simple AB patterns through rhythm and movement.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).					
		c. Begins in kindergarten or when the individual child is ready. RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	NA for three year olds								
		d. Recognize initial sound in first name.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.AA Listens to and repeats the correct beginning sounds.							
		e. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.4.AA Listens to and repeats the correct beginning sounds.	LL-PA.5.AA Participates in onset-time activities with teachers.	LL-PA.6.AA Participates in phoneme activities with teachers.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
		f. Begins at four years old or when the individual child is ready. ELA.RF.PK.4.2f Demonstrate awareness of the relationship between sounds and letters.	NA for three year olds								
	Phonics and Word Recognition	3. With prompting and support, demonstrate emergent phonics and word analysis skills.									
		a. Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.						
		b. Begins in kindergarten or when the individual child is ready. RF.K.3b Associate the long and short sound with the common spellings (graphemes) for the five major vowels.	NA for three year olds								
		c. Recognize own name and environmental print.	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-AK.1.AA Identifies the first letter in their name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.			
		d. Begins in kindergarten or when the individual child is ready. RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	NA for three year olds								
	Fluency	4. With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.	LL-BK.1.A Treats books with care.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.				
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., scribing or drawing) to express an opinion.	LL-WR.2.AA Draws to represent something or to communicate a thought.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.				
		b. Explore and experiment with a combination of written representations (e.g., scribing or drawing) and describe their writing.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.				
		c. Explore and experiment with a combination of written representations (e.g., scribing or drawing) to tell about events or stories.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.					
		2. Begins in kindergarten or when the individual child is ready. W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	NA for three year olds								
		3. Begins in kindergarten or when the individual child is ready. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	NA for three year olds								
		4. Begins in grade 3.	NA for three year olds								
	Production and Distribution of Writing	5. Begins at 4 years old or when the individual child is ready. ELA.W.PK.4.5 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.	NA for three year olds								
		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.	PD.3.AA Uses crayons or markers with some coordination.	PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.	C-ARTS.3.A Expresses self using a variety of art materials and tools.				
		7. Begins at 4 years old or when the individual child is ready. ELA.W.PK.4.7 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.	NA for three year olds								

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Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Research to Build and Present Knowledge	Range of Writing	8. With prompting and support, recall information from experiences to answer questions.	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.			
		9. Begins at grade 4.	NA for three year olds								
		10. Begins at grade 3.	NA for three year olds								
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)	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).					
		b. Engage in extended conversations	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.E Modifies conversations based on the context or listener.					
		2. With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-NC.2.B Answers factual questions using a variety of text types (e.g., informational, poetry, etc.).	LL-NC.1.C Identifies and answers questions about events in a story.	ATL.7.B Independently follows two- to three-step verbal adult directions.			
		3. With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.			
		4. With guidance and support, describe familiar people, places, things and events.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	SOC.1.AA Identifies and recognizes self and family members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).			
	Presentation of Knowledge and Ideas	5. With prompting and support, add drawings or other visual displays to descriptions.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.		LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.				
		6. With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").			
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.	LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.					
		b. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.1b Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs, dish, dishes).	NA for three year olds								
		c. Ask and answer questions.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.						
		d. Use simple prepositions (e.g., in, out, on, off).	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").						
		e. Use standard words instead of slang or baby talk.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.					
	Knowledge of Language	2. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.2 With prompting and support, demonstrate awareness of the conventions of standard English.	NA for three year olds								
		3. Begins in grade 2.	NA for three year olds								
		4. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.4 With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	NA for three year olds								
	Vocabulary Acquisition and Use	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.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	PD.5.B Demonstrates understanding of types of food and preferences.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.					
		b. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.					
		c. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.5c Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).	NA for three year olds								

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Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018)			Every Child Ready Standards								
Content Area: English Language Arts (ELA), Three-Year Olds											
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
		d. Begins at 4 years old or when the individual child is ready, ELA.L.PK4.5d Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	NA for three year olds								
		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.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").						

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Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: Mathematics, Three-Year Olds			Every Child Ready Standards					
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Counting and Cardinality	Know number names and the count sequence.	1. With guidance and support, recite numbers 1 to 5 or beyond from memory.	M-NC.1.AA Says number words in order from 1–2 from memory.	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	
		2. Begins at 4 years old or when the individual child is ready. M.CC.PK4.2 With prompting and support, recognize, name, and attempt writing numerals 0-20.	NA for three year olds					
	Count to tell the number of objects.	3. With guidance and support, attempt to count concrete objects and actions up to 3.	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.		M-NC.2.AA Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.			
		4. Begins at 4 years old or when the individual child is ready. M.CC.PK4.4 With guidance and support, understand the relationship between numerals and quantities. a. Begins at 4 years old or when the individual child is ready. M.CC.PK4.a Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.	NA for three year olds					
	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.	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.		
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.	M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.
		2. Begins at 4 years old or when the individual child is ready. M.OA.PK4.2 With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	NA for three year olds					
		3. Begins at 4 years old or when the individual child is ready. M.OA.PK4.3 With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.	NA for three year olds					
		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.)	M-PFA.3.AA Copies simple AB patterns through rhythm and movement.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.			
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).	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.		
		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).	M-PFA.2.AA Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys.	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.		
		3. Explore nonstandard units of measurement.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"					
		4. Explore standard tools of measurement.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.				
	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).	M-PFA.1.AA Matches one item that is similar to a given group with a provided example.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.		
	Explore, identify and describe shapes (squares, circles, triangles).	1. With guidance and support, correctly name circles, squares and triangles.	M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).			
		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).	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).			

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Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Geometry		3. Begins at 4 years old or when the individual child is ready. M.G.PK4.3 With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	NA for three year olds					
	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).	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.		
		5. Begins at 4 years old or when the individual child is ready. M.G.PK4.5 With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).	NA for three year olds					

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Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: Approaches to Learning, Three-Year Olds				Every Child Ready Standards				
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Play	Engage in play.	1. With guidance and support, cooperate with peers during play by taking turns, sharing materials and inviting others to play.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	
		2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).		
		3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.1.C Creates short dances or movement sequences.
		4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	
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.	ATL.3.AA Exhibits curiosity and interest in objects and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
		2. Begin to ask questions to seek new information.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.		
		3. Demonstrate an increasing ability to make independent choices.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	IS.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.
		4. With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.
Persistence and Attentiveness	Demonstrate persistence and attentiveness.	1. With guidance and support, follow through to complete a task or activity.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.		
		2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	
		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).	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Problem-Solving Skills	Demonstrate problem-solving skills.	1. With guidance and support, identify a problem or ask a question.	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.			
		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).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.

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Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
		3. With guidance and support, apply prior learning and experiences to build new knowledge.	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).		

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Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018)			Every Child Ready Standards							
Content Area: Social and Emotional Development, Three-Year Olds			Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Domain	Anchor Standards	Performance Standards								
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.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.				
		b. With guidance and support, engage with a variety of familiar adults.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	IS.2.A Coregulates emotion with one-on-one adult support.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.			
		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).	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.		
		b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).			
		c. With guidance and support, ask permission to use materials belonging to someone else.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.		
		d. Begin to acknowledge needs and rights of others (e.g., "It's your turn on the swing. ").	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).			
		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).	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.		
		b. Begin to offer and accept encouraging and courteous words to demonstrate kindness.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.				
		c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad. ").	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.		
		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).	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).			
		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).	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).			
		c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.				
		5. Join ongoing activities in acceptable ways.								

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Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018)			Every Child Ready Standards							
Content Area: Social and Emotional Development, Three-Year Olds			Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Domain	Anchor Standards	Performance Standards								
Work productively toward common goals and activities.		a. Begin to express to others a desire to play (e.g., "I want to play.").	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.1.A Plays simple games and copies the play of others.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	IS.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.			
		b. With guidance and support, lead and follow.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	LL-WR.1.D Helps lead a shared writing experience with a teacher or peers.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.
		c. With guidance and support, move into group with ease.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).				
		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.").	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).			
		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.").	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).			
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 ...").	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.			
		b. Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.				
		2. Develop personal preferences.								
		a. Begin to express independence, interest and curiosity (e.g., say, "I can ...", "I choose ...", "I want ...").	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.				
		b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.				
		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).	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.				
		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).	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).		
		4. Know personal information.								
		a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.			

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Content Area: Social and Emotional Development, Three-Year Olds			Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Domain	Anchor Standards	Performance Standards								
Emotional Development		b. Refer to self by first name.	IS.3.AA Responds to own name.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	SOC.1.AA Identifies and recognizes self and family members.				
		c. With guidance and support, know parents/guardians' names.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	SOC.1.AA Identifies and recognizes self and family members.					
		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).	PD.6.AA Begins to recognize and accepts help in following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.		
		b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	PD.6.AA Begins to recognize and accepts help in following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	
		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).	ATL.5.AA Stops preferred activities with one on one assistance or coregulation.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).			
		6. Manage emotions.								
		a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	IS.2.AA Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.	IS.2.A Coregulates emotion with one on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.				
		b. With guidance and support, recognize emotions (e.g., "I am really mad.").	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.				
	Recognize and adapt expressions, behaviors and actions.	c. With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, "This story makes me happy.").	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.				
		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.").	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.2.A Coregulates emotion with one on-one adult support.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	
		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).	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).				
		b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	Tech.2.A Begins to hold and care for technology appropriately with adult support.	Tech.2.B Independently holds and cares for technology appropriately.	LL-BK.1.A Treats books with care.			
		c. Begin to take turns and to share information with others (e.g., interact during group time).	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.		
		8. Demonstrate flexibility in adapting to different environments.								

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Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018)			Every Child Ready Standards							
Content Area: Social and Emotional Development, Three-Year Olds			Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Domain	Anchor Standards	Performance Standards								
		a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).	ATL 5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL 5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL 9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	LL-LC 4.E Modifies conversations based on the context or listener.				
		b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.	ATL 5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL 5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL 7.B Independently follows two- to three-step verbal adult directions.	ATL 9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL 7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).			

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Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: English Language Arts (ELA), Four-Year Olds			Every Child Ready Standards								
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
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.").	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.					
		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).	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.			
		3. With prompting and support, identify some characters, settings and/or major events in a story.	LL-NC.1.A Identifies and describes the main character in a story.	LL-NC.1.B Identifies the setting in a story.	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.				
	Craft and Structure	4. Exhibit curiosity and interest in learning words in print.									
		a. Develop new vocabulary from stories.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").						
		b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.						
		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.	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.								
		6. With prompting and support, identify the role of the "author" and "illustrator".	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.							
		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).	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.							
		8. Not applicable for literature.									
	Integration of Knowledge and Ideas	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).	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.				
	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).	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.1.D Looks at books independently or with peers.	LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.		
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).	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.					
		2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.							
		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).	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.							
	Craft and Structure	4. Exhibit curiosity and interest about words in a variety of informational texts.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-NC.5.B Recognizes that informational texts are a source of information.						
		5. With prompting and support, identify the front cover, back cover and title page of a book.	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.								
		6. With prompting and support, identify the role of the "author" and "illustrator" in informational text.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.							
	Integration of Knowledge and Ideas	7. With prompting and support, make connections between self and text and/or information and text.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.								
		8. With prompting and support, explore the purpose of the informational text as it relates to self.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.								

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Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Foundational Skills	Range of Reading and Level of Text Complexity	9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.	LL-NC.1.C Identifies and answers questions about events in a story.							
		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).	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.1.D Looks at books independently or with peers.	LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.						
	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.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.	LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.					
		b. Recognize an association between spoken and written words.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.							
		c. Understand that words are separated by spaces in print.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).								
		d. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.					
		e. Recognize words as a unit of print and understand that letters are grouped to form words.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.						
		f. Differentiate letters from numbers.	M-NC.8.C Matches a set of objects with the number symbol to represent the set for quantities 0–7.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.					
		g. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.				
	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).	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."	LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you _____."					
		b. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.	LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.						
		c. Begins in kindergarten or when the individual child is ready. RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.									
		d. With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.	LL-PA.4.D Identifies the final consonant sound in one-syllable words.	LL-PA.4.E Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can."	LL-PA.5.B Isolates the onset of CVC words.	LL-PA.5.C Isolates the rime of CVC words.	LL-PA.5.D Blends onset-rimes to form familiar CVC words.		
		e. Engage in language play (e.g., sound patterns, rhyming patterns, songs).	LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.4.AA Listens to and repeats the correct beginning sounds.	LL-PA.5.AA Participates in onset-rime activities with teachers.	LL-PA.6.AA Participates in phoneme activities with teachers.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
		f. Demonstrate awareness of the relationship between sounds and letters.	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.	LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.					
	Phonics and Word Recognition	3. With prompting and support, demonstrate emergent phonics and word analysis skills.									
		a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.	LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.					
		b. Begins in kindergarten or when the individual child is ready. RF.K.3a Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	N/A								
		c. Recognize own name, environmental print and some common high-frequency sight words.	LL-BK.3.B Distinguishes between print and images in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.	LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.			
	Fluency	d. Begins in kindergarten or when the individual child is ready. RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	N/A								
		4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.1.D Looks at books independently or with peers.	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.				
		1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.									

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment											
Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: English Language Arts (ELA), Four-Year Olds				Every Child Ready Standards							
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Writing	Text Types and Purposes	a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.	LL-WR.1.D Helps lead a shared writing experience with teacher or peers.				
		b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and) and describe their writing.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.				
		c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.				
		2. Begins in kindergarten or when the individual child is ready. WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	N/A								
		3. Begins in kindergarten or when the individual child is ready. WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	N/A								
	Production and Distribution of Writing	4. Begins in grade 3.									
		5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.					
		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.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.	Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.			
	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.	L-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.	LL-WR.1.D Helps lead a shared writing experience with teacher or peers.	SC-SP.3.AA Observes teacher recording of common scientific observations and data.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	M-DAP.1.A Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph.		
		8. With prompting and support, recall information from experiences to answer questions.	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fall on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.				
		9. Begins in grade 4.	N/A								
	Range of Writing	10. Begins in grade 3.	N/A								
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.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.E Modifies conversations based on the context or listener.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.				
		a. Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings).	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.E Modifies conversations based on the context or listener.					
		b. Engage in extended conversations.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.E Modifies conversations based on the context or listener.						
		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.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiview responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.1.C Identifies and answers questions about events in a story.				
		3. With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.	LL-LC.2.D Answers questions from adults and peers using multiview responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.				
	Presentation of Knowledge and Ideas	4. With prompting and support, describe familiar people, places, things and events.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	SOC.1.AA Identifies and recognizes self and family members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).			
		5. With prompting and support, add drawings or other visual displays to descriptions.	LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.				
		6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").			
		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.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.			

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment											
Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: English Language Arts (ELA), Four-Year Olds			Every Child Ready Standards								
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Language	Conventions of Standard English	b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs, dish, dishes).	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.							
		c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.						
		d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").					
		e. Produce and expand complete sentences in shared language activities.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.				
		2. With prompting and support, demonstrate awareness of the conventions of standard English.									
		a. Write first name, capitalizing the first letter.	LL-WR.5.D Capitalizes the first letter in name.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.					
		b. Develop an awareness of symbols for end punctuation.	LL-WR.5.E Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark).								
		c. Attempt to write a letter or letters to represent a word.	LL-WR.6.C Writes the correct initial sound of a word.	LL-WR.6.D Writes the final sound or another sound heard in a word.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.					
		d. Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships.	LL-WR.6.C Writes the correct initial sound of a word.	LL-WR.6.D Writes the final sound or another sound heard in a word.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.					
	Knowledge of Language	3. Begins in grade 2.	N/A								
	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).	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").							
		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.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroup according to a different attribute.						
		b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk, fast, slow, soft, hard).	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.						
		c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.						
		d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").				
		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.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").						

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Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment								
Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: Mathematics, Four-Year Olds				Every Child Ready Standards				
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Counting and Cardinality	Know number names and the count sequence.	1. With prompting and support, recite numbers 1 to 30 in the correct order.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.1.E Says number words in order from 1–20 from memory.			
		2. With prompting and support, recognize, name, and attempt writing numerals 0–20.	M-NC.5.C Says the names of numerals 0–7 shown in random order.	M-NC.5.D Says the names of numerals 0–10 shown in random order.	M-NC.5.E Says the names of numerals 0–20 shown in random order.			
		3. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.			
		4. With guidance and support, understand the relationship between numerals and quantities.						
	Count to tell the number of objects.	a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.	M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.
		b. Match quantities and numerals 0–10.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.	M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 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.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.	M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.		
	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.	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.		
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.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.7.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left.	M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.
		2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left.	M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.	M-NC.7.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.
		3. With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left.	M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.			
		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).	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend	M-PFA.3.C Uses rhythm and movement to copy simple and advanced	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend			
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).	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.		
		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.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"				
		b. Explore standard tools of measurement.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.				

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment								
Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: Mathematics, Four-Year Olds			Every Child Ready Standards					
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
	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).	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.		
Geometry	Explore, identify and describe shapes (squares, circles, triangles).	1. With guidance and support, correctly name shapes.	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.			
		2. With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).			
		3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.			
	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).	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.	
		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).	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.				

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment										
Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: Approaches to Learning, Four-Year Olds			Every Child Ready Standards							
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Play	Engage in play.	1. Cooperate with peers during play by taking turns, sharing materials and inviting others to play.	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL 2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL 2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS 5.A Engages with peers with teacher modeling and participates in organized group activities.	IS 5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS 5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).		
		2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	ATL 8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL 2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL 2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL 8.D Creates and follows through with simple plans independently.	C-ARTS 5.B Discusses their own artistic creations and chooses artwork for display or performance.	ATL 3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	C-ARTS 3.D Plans for and creates art using activities and materials, tools, and techniques.	
		3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props and language).	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	C-ARTS 2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS 3.A Expresses self using a variety of art materials and tools.	C-ARTS 2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS 1.C Creates short dances or movement sequences.		
		4. Demonstrate active engagement in play.	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL 2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL 2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL 6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL 6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).			
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.	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	IS 5.A Engages with peers with teacher modeling and participates in organized group activities.	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).			
		2. Ask questions to seek new information.	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	LL-LC 3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC 2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC 3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.			
		3. Make independent choices.	ATL 8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL 9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL 8.D Creates and follows through with simple plans independently.	IS 7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise).				
		4. Approach tasks and activities with flexibility, imagination and inventiveness.	ATL 5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL 5.B Shifts between tasks or activities including ending preferred activities, with adult support.	ATL 5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL 5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.		
Persistence and Attentiveness	Demonstrate persistence and attentiveness.	1. Follow through to complete a task or activity.	ATL 4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL 4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL 4.D Assesses or reflects upon activity or task outcome or product.	ATL 7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL 3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL 7.E Regulates impulses to complete tasks and engages in goal-directed behavior.		
		2. Demonstrate the ability to remain engaged in an activity or experience.	ATL 6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL 6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL 6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).	ATL 6.D Refocuses attention to independent or group activity after minor distraction.				
		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).	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	IS 6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS 6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS 7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	LL-LC 2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	IS 2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.		
Problem-Solving Skills	Demonstrate problem-solving skills.	1. Identify a problem or ask a question.	LL-LC 2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	IS 7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	SC-SP 1.C With teacher guidance, begins to formulate own questions based on observations.				
		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).	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL 2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL 8.C With adult support, creates a goal for an activity and follows a simple plan.	IS 7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS 7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	ATL 5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	IS 7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS 7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).
		3. Apply prior learning and experiences to build new knowledge.	ATL 9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL 9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	ATL 9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL 9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL 9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.			

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment

Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children and Every Child Ready Standards Alignment													
Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: Social and Emotional Development, Three-Year Olds			Every Child Ready Standards										
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10	
Social Development	Build and maintain relationships with others.	1. Interact appropriately with familiar adults.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.							
		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.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	IS.2.A Coregulates emotion with one-on-one adult support.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).							
		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).	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.						
		b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).						
		c. Ask permission to use items or materials of others.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.							
		d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing").	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.					
		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).	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).							
		b. Offer and accept encouraging and courteous words to demonstrate kindness.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.							
		c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad").	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.						
		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).	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).						
		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).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.							
		c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).								
		5. Join ongoing activities in acceptable ways.											
Work productively toward common goals and activities.	a. Express to others a desire to play (e.g., say, "I want to play").	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.								
	b. Lead and follow.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.7.B Independently follows two- to three-step verbal adult directions.							
	c. Move into group with ease.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).								
	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").	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.								

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Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018) Content Area: Social and Emotional Development, Three-Year Olds			Every Child Ready Standards							
Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
		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!").	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.			
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 ...").	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.				
		b. Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.			
		2. Develop personal preferences.								
		a. Express independence, interest and curiosity (e.g., say, "I can ...", "I choose ...", "I want ...").	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.8.AA Self-selects toy, activity, or center to engage in when provided with choices.				
		b. Select and complete tasks (e.g., finish a puzzle or drawing).	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.8.AA Self-selects toy, activity, or center to engage in when provided with choices.		
		3. Show flexibility, inventiveness and interest in solving problems.								
		a. Make alternative choices (e.g., move to another area when a center is full).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).				
		b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).				
		4. Know personal information.								
Emotional Development		a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.					
		b. Refer to self by first and last name.	IS.3.AA Responds to own name.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	SOC.1.AA Identifies and recognizes self and family members.				
		c. Know parent(s)/guardian(s) name(s).	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	SOC.1.AA Identifies and recognizes self and family members.					
		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).	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	SOC.1.A Understands family relationships in relation to self.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.			
		b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	MA.2.B Demonstrates the understanding of daily routines (order and general length of components).	PD.6.AA Begins to recognize and accepts help in following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	
		c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).				
		6. Manage emotions.								
		a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.				
		b. With prompting and support, recognize emotions (e.g., "I am really mad.").	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	LL.1.C.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.				
Recognize and adapt expressions, behaviors and actions.		c. With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, "This story makes me happy.").	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.					
		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.").	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.			
		7. Follow procedures and routines with teacher support.								

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Domain	Anchor Standards	Performance Standards	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
		a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	ATL 7.B Independently follows two- to three-step verbal adult directions.	ATL 7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	ATL 7.D Independently completes simple assignment or task despite normal classroom environment distractions.						
		b. Use materials with care and safety (e.g., use scissors to cut paper).	PD 6.B Demonstrates understanding of safety procedures and begins to initiate.	Tech 2.A Begins to hold and care for technology appropriately with adult support.	Tech 2.B Independently holds and cares for technology appropriately.	PD 6.C Independently follows safety procedures.	PD 2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	LL-BK.1.A Treats books with care.				
		c. Take turns sharing information with others (e.g., interact during group time).	IS 5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS 5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS 5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL 2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.				
		d. Demonstrate flexibility in adapting to different environments.										
		a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	ATL 5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL 5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL 5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	ATL 9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.						
		b. Follow rules (e.g., use outside voice, use inside voice) in different settings.	ATL 5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	ATL 5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL 7.B Independently follows two- to three-step verbal adult directions.	ATL 9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL 7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).					