

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Mississippi Early Learning Standards
for Classrooms Serving Three-Year-Old Children
(2013)*

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Reading Standards for 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.”).	M. Listening and comprehension
2. With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.	M. Listening and comprehension Q. Book enjoyment and knowledge
3. With guidance and support, identify common objects in the pictures of books.	P. Reading
Craft and Structure	
4. With guidance and support, exhibit curiosity and interest that print conveys meaning. a. Increase vocabulary through conversations with adults and peers.	L. Speaking
b. Identify real-world print (e.g., labels in the classroom, signs in the community).	P. Reading
5. With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).	Q. Book enjoyment and knowledge
6. With guidance and support, identify the terms “author” and “illustrator”.	<i>Does not align</i>
Integration of Knowledge and Ideas	
7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	M. Listening and comprehension
8. (Not appropriate for literature as indicated in the CCSS for ELA)	
9. With guidance and support, recall a sequence of events in familiar stories.	M. Listening and comprehension Q. Book enjoyment and knowledge
Range of Reading and Level of Text Complexity	
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music).	<i>Does not align</i>

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Reading Standards for Informational Text	
Key Ideas and Details	
1. With guidance and support, answer questions related to a variety of print materials.	M. Listening and comprehension Q. Book enjoyment and knowledge
2. With guidance and support, identify the main topic/idea and demonstrate some details through play (e.g., dramatic play, art, writing, math, building blocks, science, music, and/or manipulatives).	M. Listening and comprehension Q. Book enjoyment and knowledge
3. With guidance and support, identify the connections between self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child's life).	M. Listening and comprehension
Craft and Structure	
4. With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).	P. Reading
5. With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.	Q. Book enjoyment and knowledge
6. With guidance and support, identify the terms "author" and "illustrator".	<i>Does not align</i>
Integration of Knowledge and Ideas	
7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	M. Listening and comprehension
8. No developmentally appropriate standard.	
9. No developmentally appropriate standard.	
Range of Reading and Level of Text Complexity	
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music).	<i>Does not align</i>

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Reading Standards: Foundational Skills	
Print Concepts	
1. With guidance and support, demonstrate basic features of print. a. Recognize that spoken words can be written and convey meaning.	P. Reading
b. Recognize and name some letters in their first name.	O. Alphabet knowledge
c. Recognize some numbers.	S. Number and counting
d. Recognize that print moves from left to right, top to bottom, and page by page.	Q. Book enjoyment and knowledge
Phonological Awareness	
2. With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds. a. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	N. Phonological awareness
b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	N. Phonological awareness
c. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).	N. Phonological awareness
d. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	V. Patterns
3. With guidance and support, demonstrate emergent (developing) phonological awareness skills (e.g., recognize first name in print).	N. Phonological awareness P. Reading
Fluency	
4. With guidance and support, display emergent (developing) reading behavior through pretend reading and picture reading.	P. Reading
Writing Standards	
Text Types and Purposes	
1. With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.	R. Writing X. Art
2. No developmentally appropriate standard.	
3. No developmentally appropriate standard.	

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Writing Standards, CONT	
Production and Distribution of Writing	
4. No developmentally appropriate standard	
5. No developmentally appropriate standard.	
6. With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.	J. Fine-motor skills R. Writing X. Art
Research to Build and Present Knowledge	
7. No developmentally appropriate standard.	
8. No developmentally appropriate standard.	
9. No developmentally appropriate standard.	
Range of Writing	
10. No developmentally appropriate standard.	
Speaking and Listening Standards	
Comprehension and Collaboration	
1. With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one-on-one interactions).	E. Building relationships with adults F. Building relationships with other children
2. With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.	M. Listening and comprehension
3. With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	M. Listening and comprehension
Presentation of Knowledge and Ideas	
4. With guidance and support, describe familiar people, places, things, and events.	L. Speaking
5. No developmentally appropriate standard.	
6. With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and needs clearly.	D. Emotions L. Speaking

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Language Standards	
Conventions of Standard English	
1. With guidance and support, demonstrate age appropriate Standard English. a. Ask and answer questions.	M. Listening and comprehension
b. Use simple prepositions (e.g., in, out, on, off).	T. Geometry: Shapes and spatial awareness
c. Use proper words instead of slang or baby talk.	L. Speaking
2. No developmentally appropriate standard.	
3. No developmentally appropriate standard.	
Vocabulary Acquisition and Use	
4. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.	L. Speaking
5. With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	BB. Observing and classifying
6. With guidance and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.	M. Listening and comprehension Q. Book enjoyment and knowledge
Mathematics Standards	
Counting and Cardinality Domain	
Know number names and the count sequence.	
1. With guidance and support, recite numbers 1 to 5 or beyond from memory.	S. Number and counting
2. With guidance and support, attempt to write a combination of written representations (e.g., scribbling or drawing).	R. Writing
Count to tell the number of objects.	
3. With guidance and support, attempt to count concrete objects and actions up to 3.	S. Number and counting
Compare numbers.	
4. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different.	S. Number and counting

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Mathematics Standards, CONT	
Operations and Algebraic Thinking Domain	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	S. Number and counting W. Data analysis
2. 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).	V. Patterns
Measurement and Data Domain	
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).	U. Measurement
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).	U. Measurement
Classify objects and count the number of objects in each category.	
3. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	BB. Observing and classifying
Geometry Domain	
Explore, identify, and describe shapes (squares, circles, rectangles).	
1. With guidance and support, correctly name circles, squares, and triangles.	T. Geometry: Shapes and spatial awareness
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).	T. Geometry: Shapes and spatial awareness
Analyze, compare, create, and compose shapes.	
3. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).	T. Geometry: Shapes and spatial awareness

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Approaches to Learning Standards	
Play Domain	
Engage in play.	
1. With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	F. Building relationships with other children
2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	A. Initiative and planning
3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	AA. Pretend play
4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	F. Building relationships with other children AA. Pretend play
Curiosity and Initiative Domain	
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.	F. Building relationships with other children AA. Pretend play
2. Begin to ask questions to seek new information.	CC. Experimenting, predicting, and drawing conclusions
3. Demonstrate an increasing ability to make independent choices.	A. Initiative and planning
4. With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	B. Problem solving with materials AA. Pretend play
Persistence and Attentiveness Domain	
Demonstrate persistence and attentiveness.	
1. With guidance and support, follow through to complete a task or activity.	A. Initiative and planning
2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	A. Initiative and planning
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).	B. Problem solving with materials

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Problem-Solving Skills Domain	
Demonstrate problem-solving skills.	
1. Identify a problem or ask a question.	B. Problem solving with materials
2. 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).	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
3. With guidance and support apply prior learning and experiences to build new knowledge.	B. Problem solving with materials C. Reflection
<i>Social and Emotional Development Standard</i>	
Social Development Domain	
Build and maintain relationships with others.	
1. Interact appropriately with familiar adults. a. With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.	B. Problem solving with materials E. Building relationships with adults H. Conflict resolution
b. With guidance and support, engage with a variety of familiar adults.	E. Building relationships with adults
2. Interact appropriately with other children. a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	F. Building relationships with other children
b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	F. Building relationships with other children
c. With guidance and support, ask permission to use materials belonging to someone else.	G. Community H. Conflict resolution
d. Acknowledge needs and rights of others (e.g., "It's your turn on the swing.").	G. Community H. Conflict resolution
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).	D. Emotions
b. Begin to offer and accept encouraging and courteous words to demonstrate kindness.	D. Emotions
c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.").	D. Emotions

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

<i>Social and Emotional Development Standard, CONT</i>	
Work productively toward common goals and activities.	
4. Participate successfully as a member of a group. a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	E. Building relationships with adults F. Building relationships with other children
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).	F. Building relationships with other children
c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	G. Community
5. Join ongoing activities in acceptable ways. a. Begin to express to others a desire to play (e.g., "I want to play.").	E. Building relationships with adults F. Building relationships with other children
b. With guidance and support, lead and follow.	F. Building relationships with other children
c. With guidance and support, move into group with ease.	G. Community
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.").	H. Conflict resolution
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.").	H. Conflict resolution
Emotional Development Domain	
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 ...").	C. Reflection
b. Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").	D. Emotions
2. Develop personal preferences. a. Begin to express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." I want ...").	A. Initiative and planning
b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	A. Initiative and planning

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

<i>Social and Emotional Development Standard, CONT</i>	
Emotional Development Domain, CONT	
Demonstrate awareness of self and capabilities, CONT	
3. Show flexibility, inventiveness, and interest in solving problems. a. With guidance and support, make alternative choices (e.g., move to another area when a center is full).	B. Problem solving with materials
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).	B. Problem solving with materials
4. Know personal information. a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	FF. Knowledge of self and others
b. Begin to refer to self by first name.	<i>Does not align</i>
c. With guidance and support, know parents'/guardians' names.	<i>Does not align</i>
Recognize and adapt expressions, behaviors, and actions.	
5. Show impulse control with body and actions. a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).	I. Gross-motor skills
b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	G. Community
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).	G. Community
6. Manage emotions. a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	D. Emotions
b. With guidance and support, recognize emotions (e.g., "I am really mad.").	D. Emotions
c. With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").	D. Emotions

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

<i>Social and Emotional Development Standard, CONT</i>	
Emotional Development Domain, CONT	
Recognize and adapt expressions, behaviors, and actions, CONT	
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.").	D. Emotions H. Conflict resolution
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).	M. Listening and comprehension
b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	G. Community
c. Begin to take turns and to share information with others (e.g., interact during group time).	E. Building relationships with adults F. Building relationships with other children
8. Demonstrate flexibility in adapting to different environments. a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).	G. Community
b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.	G. Community

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Science Standards	
Scientific Method and Inquiry Domain	
Engage in simple investigations.	
1. With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).	BB. Observing and classifying
2. With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects.	L. Speaking BB. Observing and classifying
3. With guidance and support, use a variety of simple tools to make investigations.	EE. Tools and technology
4. With guidance and support, work collaboratively with others.	F. Building relationships with other children
Use the five senses to explore and investigate the environment.	
5. With guidance and support, identify the body parts associated with the use of each of the five senses.	K. Personal care and healthy behavior
Physical Science Domain	
Develop awareness of observable properties of objects and materials.	
1. Begin to manipulate and explore a wide variety of objects and materials.	BB. Observing and classifying DD. Natural and physical world
2. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).	U. Measurement W. Data analysis BB. Observing and classifying
3. With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	T. Geometry: Shapes and spatial awareness
Life Science Domain	
Develop an awareness of living things.	
1. With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).	DD. Natural and physical world
2. With guidance and support, describe individual characteristics of self, other living things and people.	DD. Natural and physical world FF. Knowledge of self and others

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Earth Science Domain	
Develop an awareness of earth science and space.	
1. With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).	DD. Natural and physical world
2. Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).	DD. Natural and physical world
3. With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).	BB. Observing and classifying DD. Natural and physical world
Technology Domain	
Identify and explore a variety of technology tools.	
1. With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).	EE. Tools and technology
Physical Development Standards	
Gross Motor Skills Domain	
Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.	
1. Identify body parts (e.g., knee, foot, arm).	K. Personal care and healthy behavior
2. With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).	I. Gross-motor skills
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
3. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	I. Gross-motor skills
4. With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	I. Gross-motor skills
5. Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).	I. Gross-motor skills

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Physical Development Standards, CONT	
Gross Motor Domain, CONT	
Participate in physical activity for self-expression and/or social interaction.	
6. With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.	Z. Movement
Fine Motor Domain	
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
1. With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	J. Fine-motor skills
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
2. With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).	J. Fine-motor skills
3. With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	J. Fine-motor skills
Participate in fine motor activity for self-expression and/or social interaction.	
4. With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	J. Fine-motor skills R. Writing X. Art
5. With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).	J. Fine-motor skills
Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.	
6. With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	K. Personal care and healthy behavior

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Physical Development Standards, CONT	
Self-Care, Health, and Safety Skills Domain	
Demonstrate an awareness and practice of safety rules.	
1. With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	G. Community
2. With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	K. Personal care and healthy behavior
3. With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	K. Personal care and healthy behavior
Demonstrate an emerging use of standard health practices.	
4. With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	K. Personal care and healthy behavior
5. With guidance and support, participate in a variety of physical activities.	I. Gross-motor skills J. Fine-motor skills K. Personal care and healthy behavior
6. With guidance and support, identify nutritious foods.	K. Personal care and healthy behavior
Creative Expression Standards	
Music Domain	
Participate in music-related activities.	
1. With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects.	Y. Music
2. Begin to sing a variety of short songs.	N. Phonological awareness Y. Music
3. With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions).	Y. Music Z. Movement
4. With guidance and support, identify fast and slow tempos.	Z. Movement
5. With guidance and support, recognize a wide variety of sounds.	<i>Does not align</i>

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

<i>Creative Expression Standards, CONT</i>	
Dance and Movement Domain	
Demonstrate understanding through the use of music.	
1. With guidance and support, create simple movements (e.g., twirl, turn around, shake).	Z. Movement
2. With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).	Z. Movement
Theatre and Dramatic Play Domain	
Engage in spontaneous dramatic play throughout the day in a variety of centers.	
1. Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	AA. Pretend play FF. Knowledge of self and others
2. With guidance and support, use available materials as either realistic or symbolic props.	AA. Pretend play
3. With guidance and support, make up new roles from experiences and/or familiar stories.	AA. Pretend play
4. With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.	N. Phonological awareness AA. Pretend play
Visual Arts Domain	
Create visual art.	
1. With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	X. Art
2. With guidance and support, create artwork that reflects an idea, theme, or story.	X. Art
3. With guidance and support, describe own art work.	X. Art

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

Social Studies Standards	
Family and Community Domain	
Understand self in relation to the family and the community.	
1. Begin to identify self as a member of a family, the learning community, and local community.	FF. Knowledge of self and others
2. With guidance and support, identify similarities and differences in people.	FF. Knowledge of self and others
3. With guidance and support, describe some family traditions.	FF. Knowledge of self and others
4. With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.	FF. Knowledge of self and others
Understand the concept of individual rights and responsibilities.	
5. With guidance and support, demonstrate responsible behavior related to daily routines.	G. Community
6. With guidance and support, explain some rules in the home and in the classroom. a. Identify some rules for different settings.	G. Community
b. Identify appropriate choices to promote positive interactions.	H. Conflict resolution
7. With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	FF. Knowledge of self and others
8. With guidance and support, identify some positive character traits of self and others(e.g., respectful, kind, fair, friendly).	FF. Knowledge of self and others
9. With guidance and support, describe a simple sequence of familiar events.	G. Community HH. History
Our World Domain	
Understand the importance of people, resources, and the environment.	
1. With guidance and support, treat classroom materials and belongings of others with care.	G. Community
2. With guidance and support, identify location and some physical features of familiar places in the environment.	GG. Geography
3. With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).	AA. Pretend play

Mississippi Early Learning Standards for Three-Year-Old Children

COR Advantage Items

<i>Social Studies Standards, CONT</i>	
Our World Domain, CONT	
Understand the importance of people, resources, and the environment, CONT	
4. Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	EE. Tools and technology
5. With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	DD. Natural and physical world
History and Events Domain	
Understand events that happened in the past.	
1. With guidance and support, describe a simple series of familiar events.	HH. History
2. With guidance and support, begin to understand events that happened in the past.	HH. History

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