HIGHSCOPE®

THE HIGHSCOPE curriculum AND COR Advantage®

ALIGNMENT



2025 Mississippi Early Learning Standards for Three-Year-Old Children

2026 HighScope Alignment

Content Area	Domain	Anchor Standard	Standard Number	Standard Text	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
	Literature	Key Ideas and Details	**RL.3.1**	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; L. Speaking	21. Comprehension; 22. Speaking	4.1.2 – Answering questions; 4.7.1 – Retelling stories
			RL.3.2	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).	M. Listening and comprehension; Q. Book enjoyment and knowledge	21. Comprehension; 28. Book knowledge	4.7.1 – Retelling stories
			RL.3.3	With guidance and support, identify common objects in the pictures of books.	Q. Book enjoyment and knowledge; P. Reading	28. Book knowledge; 26. Reading	4.5.1 – Interest in books
		Craft and Structure	**RL.3.4**	With guidance and support, exhibit curiosity and interest that print conveys meaning.	P. Reading	27. Concepts about print	4.4.1 – Print carries meaning
			RL.3.4a	Increase vocabulary through conversations with adults and peers.	L. Speaking	23. Vocabulary	4.1.4 – Vocabulary use
			RL.3.4b	Identify real-world print (e.g., labels in the classroom, signs in the community).	P. Reading	27. Concepts about print	4.4.1 – Print carries meaning
			RL.3.5	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).	Q. Book enjoyment and knowledge	28. Book knowledge	4.5.1 – Interest in books
			RL.3.6	With guidance and support, identify the role of the "author" and "illustrator."	Q. Book enjoyment and knowledge	28. Book knowledge	4.4.2 – Reading conventions
			RL.3.7	With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	M. Listening and comprehension	21. Comprehension	4.7.1 – Retelling stories

		Integration of Knowledge and Ideas	**RL.3.8**	Not applicable to literature.	Not applicable	Not applicable	Not applicable
			RL.3.9	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).	M. Listening and comprehension	21. Comprehension	4.7.3 – Predicting
		Range of Reading and Level of Text Complexity	**RL.3.10**	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).	M. Listening and comprehension; L. Speaking	21. Comprehension; 22. Speaking	4.1.2 – Answering questions; 4.7.1 – Retelling stories
	Informational Text	Key Ideas and Details	**RI.3.1**	With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts).	M. Listening and comprehension; P. Reading	21. Comprehension; 26. Reading	4.1.2 – Answering questions; 4.7.2 – Recalling informational text
			RI.3.2	With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).	M. Listening and comprehension; AA. Pretend play	21. Comprehension	4.7.2 – Recalling informational text
			RI.3.3	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).	M. Listening and comprehension; FF. Knowledge of self and others	21. Comprehension; 53. Diversity	4.7.2 – Recalling informational text; 8.1.1 – Self and others
		Craft and Structure	**RI.3.4**	Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).	P. Reading; L. Speaking	23. Vocabulary; 27. Concepts about print	4.1.4 – Vocabulary use; 4.4.1 – Print carries meaning
			RI.3.5	With guidance and support, recognize how books are read and identify the front cover and back cover.	Q. Book enjoyment and knowledge	28. Book knowledge	4.4.2 – Reading conventions
			RI.3.6	With guidance and support, identify the role of the author and illustrator.	Q. Book enjoyment and knowledge	28. Book knowledge	4.4.2 – Reading conventions
			RI.3.7	With guidance and support, make connections between self and real-life experiences as they relate to informational texts.	M. Listening and comprehension	21. Comprehension	4.7.2 – Recalling informational text

Reading		Integration of Knowledge and Ideas	**RI.3.8**	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.	P. Reading; M. Listening and comprehension	26. Reading; 21. Comprehension	4.7.2 – Recalling informational text
			RI.3.9	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.	Q. Book enjoyment and knowledge	28. Book knowledge	4.7.2 – Recalling informational text
		Range of Reading and Level of Text Complexity	**RI.3.10**	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).	M. Listening and comprehension; P. Reading	21. Comprehension; 26. Reading	4.1.2 – Answering questions; 4.7.2 – Recalling informational text
		Print Concepts	**RF.3.1**	With guidance and support, demonstrate basic features of print.	P. Reading; Q. Book enjoyment and knowledge	27. Concepts about print	4.4.1 – Print carries meaning; 4.4.2 – Reading conventions
			RF.3.1a	Recognize that print moves from left to right, top to bottom and page by page.	P. Reading; Q. Book enjoyment and knowledge	27. Concepts about print	4.4.1 – Print carries meaning; 4.4.2 – Reading conventions
			RF.3.1b	Recognize that spoken words can be written and convey meaning.	P. Reading; Q. Book enjoyment and knowledge	27. Concepts about print	4.4.1 – Print carries meaning; 4.4.2 – Reading conventions
			RF.3.1c	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.	P. Reading; Q. Book enjoyment and knowledge	27. Concepts about print	4.4.1 – Print carries meaning; 4.4.2 – Reading conventions
			RF.3.1d	Recognize and name some letters in their first name.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.1 – Letter names
			RF.3.1e	Recognize that letters can be grouped to form words.	O. Alphabetic knowledge; P. Reading	25. Alphabetic knowledge; 27. Concepts about print	4.2.1 – Letter names; 4.4.1 – Print carries meaning
			RF.3.1f	Recognize some numbers.	S. Number and counting	31. Number words and symbols	5.1.5 – Numerals 0–10

			RF.3.1g	Begins at 4 years old or when the individual child is ready. ELA.RF.PK4.1g Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.1 – Letter names
		Phonological Awareness	**RF.3.2**	With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.	N. Phonological awareness	24. Phonological awareness	4.3.1 – Rhyming sounds
			RF.3.2a	Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).	N. Phonological awareness	24. Phonological awareness	4.3.1 – Rhyming sounds
			RF.3.2b	Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	N. Phonological awareness	24. Phonological awareness	4.3.1 – Rhyming sounds
			RF.3.2c	Begins in kindergarten or when the individual child is ready. RF.K.2c Blend and segment onsets and rhymes of single-syllable spoken words.	N. Phonological awareness	24. Phonological awareness	4.3.1 – Rhyming sounds
			RF.3.2d	Recognize initial sound in first name.	N. Phonological awareness	24. Phonological awareness	4.3.1 – Rhyming sounds
			RF.3.2e	Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	N. Phonological awareness	24. Phonological awareness	4.3.1 – Rhyming sounds
			RF.3.2f	Begins at four years old or when the individual child is ready. ELA.RF.PK4.2f Demonstrate awareness of the relationship between sounds and letters.	O. Alphabetic knowledge; N. Phonological awareness	25. Alphabetic knowledge	4.2.2 – Letter-sound knowledge
			RF.3.3	With prompting and support, demonstrate emergent phonics and word analysis skills.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.2 – Letter-sound knowledge
			RF.3.3a	Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.2 – Letter-sound knowledge

		Phonics and Word Recognition	**RF.3.3b**	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.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.2 – Letter-sound knowledge
			RF.3.3c	Recognize own name and environmental print.	O. Alphabetic knowledge; P. Reading	25. Alphabetic knowledge; 27. Concepts about print	4.2.1 – Letter names; 4.4.1 – Print carries meaning
			RF.3.3d	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.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.2 – Letter-sound knowledge
		Fluency	**RF.3.4**	With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.	P. Reading; Q. Book enjoyment and knowledge	26. Reading	4.5.1 – Interest in books; 4.5.2 – Shared reading
		Text Types and Purposes	**W.3.1**	With guidance and support, recognize that writing is a way of communicating for a variety of purposes.	R. Writing	29. Writing	4.6.1 – Writing letters and words
			W.3.1a	Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion.	R. Writing	29. Writing	4.6.1 – Writing letters and words
			W.3.1b	Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing.	R. Writing; L. Speaking	29. Writing; 22. Speaking	4.6.1 – Writing letters and words
			W.3.1c	Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories.	R. Writing	29. Writing	4.6.2 – Narrative writing
			W.3.2	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.	R. Writing	29. Writing	4.6.3 – Informational writing
			W.3.3	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.	R. Writing	29. Writing	4.6.2 – Narrative writing

Writing	Writing	Production and Distribution of Writing	**W.3.4**	Begins in grade 3.	Not applicable	Not applicable	Not applicable
			W.3.5	Begins at 4 years old or when the individual child is ready. ELA.W.PK4.5 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.	R. Writing; X. Art	29. Writing; 40. Art	4.6.1 – Writing letters and words; 9.1.1 – Visual arts
			W.3.6	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	17. Fine-motor skills; 29. Writing	3.2.1 – Small-muscle coordination; 4.6.1 – Writing letters and words
		Research to Build and Present Knowledge	**W.3.7**	Begins at 4 years old or when the individual child is ready. ELA.W.PK4.7 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.	Q. Book enjoyment and knowledge; P. Reading	5. Use of resources; 26. Reading	4.1.3 – Asking questions
			W.3.8	With prompting and support, recall information from experiences to answer questions.	C. Reflection; M. Listening and comprehension	6. Reflection	1.3.2 – Reflection
			W.3.9	Begins at grade 4.	Not applicable	Not applicable	Not applicable
		Range of Writing	**W.3.10**	Begins at grade 3.	Not applicable	Not applicable	Not applicable
		Comprehension and Collaboration	**SL.3.1**	With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults.	L. Speaking; M. Listening and comprehension	22. Speaking; 21. Comprehension	4.1.1 – Expressing ideas; 4.1.5 – Discussion norms
			SL.3.1a	Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others' feelings).	L. Speaking; F. Building relationships with other children	22. Speaking; 12. Building relationships	4.1.1 – Expressing ideas; 4.1.5 – Discussion norms
			SL.3.1b	Engage in extended conversations.	L. Speaking; M. Listening and comprehension	22. Speaking; 21. Comprehension	4.1.1 – Expressing ideas; 4.1.5 – Discussion norms

Speaking and Listening	Speaking and Listening		**SL.3.2**	With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.	M. Listening and comprehension; L. Speaking	21. Comprehension; 22. Speaking	4.1.2 – Answering questions
			SL.3.3	With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	L. Speaking; B. Problem solving with materials	22. Speaking; 5. Use of resources	4.1.3 – Asking questions
		Presentation of Knowledge and Ideas	**SL.3.4**	With guidance and support, describe familiar people, places, things and events.	L. Speaking	22. Speaking; 23. Vocabulary	4.1.1 – Expressing ideas
			SL.3.5	With prompting and support, add drawings or other visual displays to descriptions.	X. Art; R. Writing	40. Art; 50. Communicating ideas	9.1.1 – Visual arts; 4.6.1 – Writing letters and words
			SL.3.6	With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly.	L. Speaking; D. Emotions	22. Speaking; 9. Emotions	4.1.1 – Expressing ideas; 2.1.1 – Naming emotions
		Conventions of Standard English	**L.3.1**	With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking.	L. Speaking	22. Speaking	4.1.1 – Expressing ideas
			L.3.1a	Use frequently occurring verbs and nouns.	L. Speaking	22. Speaking; 23. Vocabulary	4.1.1 – Expressing ideas; 4.1.4 – Vocabulary use
			L.3.1b	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).	L. Speaking	22. Speaking	4.1.1 – Expressing ideas
			L.3.1c	Ask and answer questions.	L. Speaking; M. Listening and comprehension	22. Speaking; 21. Comprehension	4.1.2 – Answering questions; 4.1.3 – Asking questions
			L.3.1d	Use simple prepositions (e.g., in, out, on, off).	L. Speaking; T. Geometry: Shapes and spatial awareness	22. Speaking; 35. Spatial awareness	4.1.4 – Vocabulary use; 5.4.3 – Position and direction words

Language	Language		**L.3.1e**	Use standard words instead of slang or baby talk.	L. Speaking	22. Speaking	4.1.1 – Expressing ideas
			L.3.2	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.	L. Speaking	22. Speaking	4.1.1 – Expressing ideas
		Knowledge of Language	**L.3.3**	Begins in grade 2.	Not applicable	Not applicable	Not applicable
		Vocabulary Acquisition and Use	**L.3.4**	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.	L. Speaking	23. Vocabulary	4.1.4 – Vocabulary use
			L.3.5	With guidance and support, explore word relationships and word meanings.	L. Speaking	23. Vocabulary	4.1.4 – Vocabulary use
			L.3.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	BB. Observing and classifying	46. Classifying	5.6.1 – Sorting into categories
			L.3.5b	With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.	L. Speaking	23. Vocabulary	4.1.4 – Vocabulary use
			L.3.5c	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).	L. Speaking; BB. Observing and classifying	23. Vocabulary	4.1.4 – Vocabulary use
			L.3.5d	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).	L. Speaking; Z. Movement	23. Vocabulary	4.1.4 – Vocabulary use
			L.3.6	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.	L. Speaking; M. Listening and comprehension	23. Vocabulary	4.1.4 – Vocabulary use

	Counting and Cardinality	Know number names and the count sequence	**M.CC.3.1**	With guidance and support, recite numbers 1 to 5 or beyond from memory.	S. Number and counting	32. Counting	5.1.1 – Math talk
			M.CC.3.2	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.	S. Number and counting	31. Number words and symbols	5.1.5 – Numerals 0–10
		Count to tell the number of objects	**M.CC.3.3**	With guidance and support, attempt to count concrete objects and actions up to 3.	S. Number and counting	32. Counting	5.1.3 – One-to-one counting
			M.CC.3.4	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.	S. Number and counting	31. Number words and symbols; 32. Counting	5.1.4 – Cardinality
			M.CC.3.4a	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.	S. Number and counting	31. Number words and symbols	5.1.5 – Numerals 0–10
		Compare numbers	**M.CC.3.5**	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; W. Data analysis	39. Data analysis; 32. Counting	5.1.2 – Subitizing 1–5; 5.6.2 – Representing data
	Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	**M.OA.3.1**	With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	S. Number and counting	33. Part-whole relationships	5.2.2 – Joining and separating
			M.OA.3.2	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.	S. Number and counting	33. Part-whole relationships	5.2.2 – Joining and separating
			M.OA.3.3	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.	S. Number and counting	33. Part-whole relationships	5.2.1 – Composing and decomposing numbers
			M.OA.3.4	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).	V. Patterns	38. Patterns	5.3.1 – Patterns

Mathematics	Measurement and Data	Describe and compare measurable attributes	**M.MD.3.1**	With guidance and support, experiment with measurable attributes of everyday objects (e.g., big, little, tall, short, full, empty, heavy, light).	U. Measurement	36. Measuring	5.5.1 – Comparing and measuring; 5.5.2 – Comparative language
			M.MD.3.2	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	36. Measuring	5.5.1 – Comparing and measuring; 5.5.2 – Comparative language
			M.MD.3.3	Explore nonstandard units of measurement.	U. Measurement	36. Measuring; 37. Unit	5.5.1 – Comparing and measuring
			M.MD.3.4	Explore standard tools of measurement.	U. Measurement; EE. Tools and technology	36. Measuring; 37. Unit	5.5.1 – Comparing and measuring; 7.1.1 – Analog tools
		Classify objects and count the number of objects in each category	**M.MD.3.5**	With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	W. Data analysis; BB. Observing and classifying	39. Data analysis; 46. Classifying	5.6.1 – Sorting into categories
	Geometry	Explore, identify and describe shapes	**M.G.3.1**	With guidance and support, correctly name circles, squares and triangles.	T. Geometry: Shapes and spatial awareness	34. Shapes	5.4.1 – Shapes and attributes
			M.G.3.2	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	34. Shapes	5.4.1 – Shapes and attributes
			M.G.3.3	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.	T. Geometry: Shapes and spatial awareness	34. Shapes	5.4.1 – Shapes and attributes
		Analyze, compare, create and compose shapes	**M.G.3.4**	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; X. Art	34. Shapes; 35. Spatial awareness	5.4.2 – Transforming shapes
			M.G.3.5	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).	T. Geometry: Shapes and spatial awareness; X. Art	34. Shapes; 35. Spatial awareness	5.4.2 – Transforming shapes

Approaches to Learning	Play	Engage in play	**ATL.P.3.1**	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; G. Community	13. Cooperative play	2.2.1 – Positive relationships
			ATL.P.3.2	With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	A. Initiative and planning	1. Initiative; 2. Planning	1.1.1 – Child-led exploration; 1.1.2 – Making plans
			ATL.P.3.3	With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	AA. Pretend play; X. Art	43. Pretend play	9.4.1 – Play scenarios
			ATL.P.3.4	With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	AA. Pretend play; F. Building relationships with other children	13. Cooperative play; 43. Pretend play	2.2.1 – Positive relationships
	Curiosity and Initiative	Demonstrate curiosity and initiative	**ATL.CI.3.1**	Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.	A. Initiative and planning	1. Initiative	1.1.1 – Child-led exploration
			ATL.CI.3.2	Begin to ask questions to seek new information.	CC. Experimenting, predicting, and drawing conclusions	5. Use of resources	4.1.3 – Asking questions; 6.1.1 – Scientific inquiry
			ATL.CI.3.3	Demonstrate an increasing ability to make independent choices.	A. Initiative and planning	1. Initiative	1.1.1 – Child-led exploration
			ATL.CI.3.4	With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	A. Initiative and planning; AA. Pretend play	1. Initiative; 43. Pretend play	1.1.1 – Child-led exploration
	Persistence and Attentiveness	Demonstrate persistence and attentiveness	**ATL.PA.3.1**	With guidance and support, follow through to complete a task or activity.	A. Initiative and planning	2. Planning; 3. Engagement	1.2.1 – Sustained engagement; 1.1.2 – Making plans
			ATL.PA.3.2	With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	A. Initiative and planning	3. Engagement	1.2.1 – Sustained engagement

			ATL.PA.3.3	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; E. Building relationships with adults	4. Problem solving; 12. Building relationships	1.2.2 – Persistence through difficulty
	Problem-Solving Skills	Demonstrate problem-solving skills	**ATL.PS.3.1**	With guidance and support, identify a problem or ask a question.	B. Problem solving with materials	4. Problem solving	1.3.1 – Problem solving
			ATL.PS.3.2	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).	B. Problem solving with materials	4. Problem solving; 5. Use of resources	1.3.1 – Problem solving
			ATL.PS.3.3	With guidance and support, apply prior learning and experiences to build new knowledge.	C. Reflection	6. Reflection	1.3.2 – Reflection
		Build and maintain relationships	**SED.SD.3.1**	Interact appropriately with familiar adults.	E. Building relationships with adults	12. Building relationships	2.2.1 – Positive relationships
			SED.SD.3.1a	With guidance and support, communicate to seek help with difficult task, to find comfort and to obtain security.	E. Building relationships with adults	12. Building relationships	2.2.1 – Positive relationships
			SED.SD.3.1b	With guidance and support, engage with a variety of familiar adults.	E. Building relationships with adults	12. Building relationships	2.2.1 – Positive relationships
			SED.SD.3.2	Interact appropriately with other children.	F. Building relationships with other children	12. Building relationships; 13. Cooperative play	2.2.1 – Positive relationships
			SED.SD.3.2a	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	12. Building relationships; 13. Cooperative play	2.2.1 – Positive relationships
			SED.SD.3.2b	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	12. Building relationships; 13. Cooperative play	2.2.1 – Positive relationships

		with others	**SED.SD.3.2c**	With guidance and support, ask permission to use materials belonging to someone else.	F. Building relationships with other children	12. Building relationships; 13. Cooperative play	2.2.1 – Positive relationships
			SED.SD.3.2d	Begin to acknowledge needs and rights of others (e.g., "It's your turn on the swing.").	F. Building relationships with other children	12. Building relationships; 13. Cooperative play	2.2.1 – Positive relationships
			SED.SD.3.3	Express empathy and care for others.	D. Emotions; F. Building relationships with other children	10. Empathy; 9. Emotions	2.2.2 – Empathy
			SED.SD.3.3a	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; F. Building relationships with other children	10. Empathy; 9. Emotions	2.2.2 – Empathy
			SED.SD.3.3b	Begin to offer and accept encouraging and courteous words to demonstrate kindness.	D. Emotions; F. Building relationships with other children	10. Empathy; 9. Emotions	2.2.2 – Empathy
			SED.SD.3.3c	With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.").	D. Emotions; F. Building relationships with other children	10. Empathy; 9. Emotions	2.2.2 – Empathy
	Social Development		**SED.SD.3.4**	Participate successfully as a member of a group.	G. Community; F. Building relationships with other children	11. Community; 13. Cooperative play	2.2.1 – Positive relationships; 8.2.1 – Classroom community
			SED.SD.3.4a	With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	G. Community; F. Building relationships with other children	11. Community; 13. Cooperative play	2.2.1 – Positive relationships; 8.2.1 – Classroom community
			SED.SD.3.4b	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).	G. Community; F. Building relationships with other children	11. Community; 13. Cooperative play	2.2.1 – Positive relationships; 8.2.1 – Classroom community
			SED.SD.3.4c	With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	G. Community; F. Building relationships with other children	11. Community; 13. Cooperative play	2.2.1 – Positive relationships; 8.2.1 – Classroom community

		Work productively toward common goals and activities	**SED.SD.3.5**	Join ongoing activities in acceptable ways.	F. Building relationships with other children; G. Community	13. Cooperative play	2.2.1 – Positive relationships
			SED.SD.3.5a	Begin to express to others a desire to play (e.g., "I want to play.").	F. Building relationships with other children; G. Community	13. Cooperative play	2.2.1 – Positive relationships
			SED.SD.3.5b	With guidance and support, lead and follow.	F. Building relationships with other children; G. Community	13. Cooperative play	2.2.1 – Positive relationships
			SED.SD.3.5c	With guidance and support, move into group with ease.	F. Building relationships with other children; G. Community	13. Cooperative play	2.2.1 – Positive relationships
			SED.SD.3.6	Resolve conflicts with others.	H. Conflict resolution	15. Conflict resolution	2.2.3 – Conflict resolution
			SED.SD.3.6a	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	15. Conflict resolution	2.2.3 – Conflict resolution
			SED.SD.3.6b	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	15. Conflict resolution	2.2.3 – Conflict resolution
			SED.ED.3.1	Demonstrate trust in self.	FF. Knowledge of self and others	7. Self-identity; 8. Sense of competence	2.1.1 – Naming emotions
			SED.ED.3.1a	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 …").	FF. Knowledge of self and others	7. Self-identity; 8. Sense of competence	2.1.1 – Naming emotions
Social and Emotional			**SED.ED.3.1b**	Begin to identify own emotions (e.g., say, "I feel …") and express pride in accomplishments (e.g., "I did it!").	D. Emotions	9. Emotions	2.1.1 – Naming emotions

Emotional Development		Demonstrate awareness of self and capabilities	**SED.ED.3.2**	Develop personal preferences.	A. Initiative and planning; FF. Knowledge of self and others	1. Initiative; 7. Self-identity	1.1.1 – Child-led exploration
			SED.ED.3.2a	Begin to express independence, interest and curiosity (e.g., say, "I can …", "I choose …", "I want …").	A. Initiative and planning; FF. Knowledge of self and others	1. Initiative; 7. Self-identity	1.1.1 – Child-led exploration
			SED.ED.3.2b	With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	A. Initiative and planning	3. Engagement	1.2.1 – Sustained engagement
			SED.ED.3.3	Show flexibility, inventiveness and interest in solving problems.	B. Problem solving with materials	4. Problem solving	1.3.1 – Problem solving
			SED.ED.3.3a	With guidance and support, make alternative choices (e.g., move to another area when a center is full).	B. Problem solving with materials	4. Problem solving	1.3.1 – Problem solving
			SED.ED.3.3b	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. Problem solving	1.3.1 – Problem solving
			SED.ED.3.4	Know personal information.	FF. Knowledge of self and others	7. Self-identity	8.1.1 – Self and others
			SED.ED.3.4a	With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	FF. Knowledge of self and others	7. Self-identity	8.1.1 – Self and others
			SED.ED.3.4b	Refer to self by first name.	FF. Knowledge of self and others	7. Self-identity	8.1.1 – Self and others
			SED.ED.3.4c	With guidance and support, know parents'/guardians' names.	FF. Knowledge of self and others	7. Self-identity	8.1.1 – Self and others

	Emotional Development	Recognize and adapt expressions, behaviors and actions	**SED.ED.3.5**	Show impulse control with body and actions.	G. Community; D. Emotions	11. Community; 9. Emotions	2.1.2 – Self-regulation
			SED.ED.3.5a	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	18. Body awareness	3.1.2 – Body and spatial awareness
			SED.ED.3.5b	With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	G. Community; D. Emotions	11. Community; 9. Emotions	2.1.2 – Self-regulation
			SED.ED.3.5c	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; D. Emotions	11. Community; 9. Emotions	2.1.2 – Self-regulation
			SED.ED.3.6	Manage emotions.	D. Emotions	9. Emotions	2.1.1 – Naming emotions; 2.1.2 – Self-regulation
			SED.ED.3.6a	With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	D. Emotions	9. Emotions	2.1.1 – Naming emotions; 2.1.2 – Self-regulation
			SED.ED.3.6b	With guidance and support, recognize emotions (e.g., "I am really mad.").	D. Emotions	9. Emotions	2.1.1 – Naming emotions; 2.1.2 – Self-regulation
			SED.ED.3.6c	With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, "This story makes me happy.").	D. Emotions	9. Emotions	2.1.1 – Naming emotions; 2.1.2 – Self-regulation
			SED.ED.3.6d	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	9. Emotions	2.1.1 – Naming emotions; 2.1.2 – Self-regulation
			SED.ED.3.7	Follow procedures and routines with teacher support.	G. Community	11. Community; 14. Moral development	2.1.2 – Self-regulation

			SED.ED.3.7a	Begin to follow one- or two-step directions (e.g., move appropriately when transitions are announced).	G. Community	11. Community; 14. Moral development	2.1.2 – Self-regulation
			SED.ED.3.7b	With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	J. Fine-motor skills; K. Personal care and healthy behavior	17. Fine-motor skills; 20. Healthy behavior	3.2.1 – Small-muscle coordination; 3.3.2 – Safety practices
			SED.ED.3.7c	Begin to take turns and to share information with others (e.g., interact during group time).	F. Building relationships with other children; G. Community	13. Cooperative play	2.2.1 – Positive relationships
			SED.ED.3.8	Demonstrate flexibility in adapting to different environments.	G. Community	11. Community; 14. Moral development	2.1.2 – Self-regulation
			SED.ED.3.8a	With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).	G. Community	11. Community; 14. Moral development	2.1.2 – Self-regulation
			SED.ED.3.8b	With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.	G. Community	11. Community; 14. Moral development	2.1.2 – Self-regulation
	Physical Science	Develop awareness of observable properties of objects and materials	**S.PS.3.1**	Begin to manipulate and explore a wide variety of objects and materials.	BB. Observing and classifying; DD. Natural and physical world	45. Observing; 46. Classifying	6.3.1 – Properties of materials
			S.PS.3.2	Begins at 4 years old or when the individual child is ready. S.PS.PK4.2 With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid	BB. Observing and classifying; DD. Natural and physical world	45. Observing; 46. Classifying	6.3.1 – Properties of materials
			S.PS.3.3	Begins at 4 years old or when the individual child is ready. S.PS.PK4.3 With prompting and support, explore how solid objects can be constructed from a smaller set.	BB. Observing and classifying; DD. Natural and physical world	45. Observing; 46. Classifying	6.3.1 – Properties of materials
			S.PS.3.4	With guidance and support, explore properties of solid objects.	BB. Observing and classifying; DD. Natural and physical world	45. Observing	6.3.1 – Properties of materials

			S.PS.3.4a	With guidance and support, identify position of objects.	T. Geometry: Shapes and spatial awareness	35. Spatial awareness	5.4.3 – Position and direction words
			S.PS.3.4b	With guidance and support, explore movement of people and objects (e.g., over, under, in, out, sink, float).	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting	6.3.2 – Motion and change
			S.PS.3.5	With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).	BB. Observing and classifying	45. Observing; 46. Classifying	6.3.1 – Properties of materials
			S.LS.3.1	With guidance and support, explore body parts associated with the use of each of the five senses.	BB. Observing and classifying	45. Observing	6.1.1 – Scientific inquiry
			S.LS.3.2	With guidance and support, explore how people change during changes of the life cycle.	DD. Natural and physical world	51. Natural and physical world	6.2.1 – Living things and habitats
			S.LS.3.2a	Explore text with illustrations of human life stages.	DD. Natural and physical world	51. Natural and physical world	6.2.1 – Living things and habitats
			S.LS.3.2b	Begins at 4 years old or when the individual child is ready. S.LS.PK4.2b Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.	DD. Natural and physical world	51. Natural and physical world	6.2.1 – Living things and habitats
			S.LS.3.3	With guidance and support, conduct a simple investigation to observe the differences in humans during life stages.	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting; 48. Predicting	6.1.1 – Scientific inquiry; 6.2.1 – Living things and habitats
			S.LS.3.4	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	51. Natural and physical world	6.2.1 – Living things and habitats
Science			**S.LS.3.4a**	With guidance and support, conduct an experiment to observe the growth of plants.	DD. Natural and physical world	51. Natural and physical world	6.2.1 – Living things and habitats

			S.LS.3.5	With guidance and support, describe individual characteristics of self, other living things and people.	FF. Knowledge of self and others; BB. Observing and classifying	53. Diversity; 45. Observing	8.1.1 – Self and others; 6.2.1 – Living things and habitats
			S.LS.3.5a	With guidance and support, use appropriate technology tools to explore observable characteristics of living things and people.	EE. Tools and technology	52. Tools and technology	7.1.2 – Digital tools
	Earth and Space Science	Develop an awareness of earth science and space	**S.ES.3.1**	With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy).	DD. Natural and physical world	51. Natural and physical world	6.2.2 – Earth and sky
			S.ES.3.1a	Observe daily display about weather and seasonal activity.	DD. Natural and physical world	51. Natural and physical world	6.2.2 – Earth and sky
			S.ES.3.2	Begin to identify objects in the sky (e.g., clouds, sun, moon and stars).	DD. Natural and physical world	51. Natural and physical world	6.2.2 – Earth and sky
			S.ES.3.2a	Explore materials to create display of common elements of day and night.	DD. Natural and physical world	51. Natural and physical world	6.2.2 – Earth and sky
			S.ES.3.2b	Explore devices that protect from sun or rain.	DD. Natural and physical world	51. Natural and physical world	6.2.2 – Earth and sky
			S.ES.3.3	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	46. Classifying; 51. Natural and physical world	6.3.1 – Properties of materials; 6.2.2 – Earth and sky
			S.ES.3.3a	Begins at 4 years old or when the individual child is ready. S.ES.PK4.3a Participate in a teacher-led activity to identify and reuse materials.	DD. Natural and physical world	58. Ecology	6.2.3 – Caring for nature
			S.ES.3.3b	Begins at 4 years old or when the individual child is ready. S.ES.PK4.3b With teacher guidance, create a product from reused or natural materials that will meet a human need (e.g., pencil holder or musical instrument).	DD. Natural and physical world; EE. Tools and technology	58. Ecology; 52. Tools and technology	6.2.3 – Caring for nature; 7.2.2 – Engineering design

	Technology	Identify and explore a variety of technology tools	**S.T.3.1**	With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).	EE. Tools and technology	52. Tools and technology	7.1.1 – Analog tools
			S.T.3.2	Begins at 4 years old or when the individual child is ready. S.T.PK4.2 Use technology tools to gather and/or communicate information.	EE. Tools and technology	52. Tools and technology	7.1.2 – Digital tools
			S.T.3.3	Begins at 4 years old or when the individual child is ready. S.T.PK4.3 With prompting and support, invent and construct simple objects or structures using technology tools.	EE. Tools and technology	52. Tools and technology	7.2.1 – How things work; 7.2.2 – Engineering design
	Gross Motor Skills	Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities	**PD.GM.3.1**	Identify body parts (e.g., knee, foot, arm).	I. Gross-motor skills	16. Gross-motor skills; 18. Body awareness	3.1.1 – Locomotor movement; 3.1.2 – Body and spatial awareness
			PD.GM.3.2	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	16. Gross-motor skills; 18. Body awareness	3.1.1 – Locomotor movement; 3.1.2 – Body and spatial awareness
			PD.GM.3.3	With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	I. Gross-motor skills	16. Gross-motor skills; 18. Body awareness	3.1.1 – Locomotor movement; 3.1.2 – Body and spatial awareness
		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities	**PD.GM.3.4**	With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	I. Gross-motor skills	16. Gross-motor skills; 18. Body awareness	3.1.1 – Locomotor movement; 3.1.2 – Body and spatial awareness
			PD.GM.3.5	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	16. Gross-motor skills; 18. Body awareness	3.1.1 – Locomotor movement; 3.1.2 – Body and spatial awareness
		Demonstrate competency in fine motor skills needed to perform a variety of physical activities	**PD.FM.3.1**	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	17. Fine-motor skills	3.2.1 – Small-muscle coordination
		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning	**PD.FM.3.2**	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	17. Fine-motor skills	3.2.1 – Small-muscle coordination

Physical Development	Fine Motor	skills as they apply to the learning and performance of physical activities	**PD.FM.3.3**	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	17. Fine-motor skills	3.2.1 – Small-muscle coordination
		Participate in fine motor activity for self-expression and/or social interaction	**PD.FM.3.4**	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; X. Art	17. Fine-motor skills; 40. Art	3.2.1 – Small-muscle coordination; 9.1.1 – Visual arts
			PD.FM.3.5	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; AA. Pretend play	17. Fine-motor skills; 13. Cooperative play	3.2.1 – Small-muscle coordination; 2.2.1 – Positive relationships
		Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities	**PD.FM.3.6**	With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	K. Personal care and healthy behavior	19. Personal care	3.3.3 – Personal care routines
	Self-Care, Health and Safety Skills	Demonstrate an awareness and practice of safety rules	**PD.SH.3.1**	With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	K. Personal care and healthy behavior	20. Healthy behavior	3.3.2 – Safety practices
			PD.SH.3.2	With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	K. Personal care and healthy behavior	20. Healthy behavior	3.3.2 – Safety practices
			PD.SH.3.3	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; G. Community	20. Healthy behavior; 11. Community	3.3.2 – Safety practices
		Demonstrate an emerging use of standard health practices	**PD.SH.3.4**	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	19. Personal care; 20. Healthy behavior	3.3.1 – Healthy choices; 3.3.3 – Personal care routines
			PD.SH.3.5	With guidance and support, participate in a variety of physical activities.	I. Gross-motor skills; K. Personal care and healthy behavior	16. Gross-motor skills; 20. Healthy behavior	3.1.1 – Locomotor movement; 3.3.1 – Healthy choices
			PD.SH.3.6	With guidance and support, identify nutritious foods.	K. Personal care and healthy behavior	20. Healthy behavior	3.3.1 – Healthy choices

Social Studies	Family and Community	Understand self in relation to the family and the community	**SS.FC.3.1**	Begin to identify self as a member of a family, the learning community and local community.	FF. Knowledge of self and others; G. Community	11. Community; 53. Diversity	8.1.1 – Self and others
			SS.FC.3.2	With guidance and support, identify similarities and differences in people.	FF. Knowledge of self and others	53. Diversity	8.1.1 – Self and others
			SS.FC.3.3	With guidance and support, describe some family traditions.	FF. Knowledge of self and others; HH. History	53. Diversity; 57. History	8.1.1 – Self and others; 8.4.1 – Past events
			SS.FC.3.4	With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age and gender.	FF. Knowledge of self and others	53. Diversity	8.1.1 – Self and others
		Understand the concept of individual rights and responsibilities	**SS.FC.3.5**	With guidance and support, demonstrate responsible behavior related to daily routines.	G. Community	11. Community	8.2.1 – Classroom community
			SS.FC.3.6	With guidance and support, explain some rules in the home and in the classroom.	G. Community	14. Moral development; 55. Decision making	8.2.1 – Classroom community
			SS.FC.3.6a	Identify some rules for different settings.	G. Community	14. Moral development; 55. Decision making	8.2.1 – Classroom community
			SS.FC.3.6b	Identify appropriate choices to promote positive interactions.	G. Community	14. Moral development; 55. Decision making	8.2.1 – Classroom community
			SS.FC.3.7	With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	FF. Knowledge of self and others	54. Community roles	8.5.1 – Roles and work
			SS.FC.3.8	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; D. Emotions	14. Moral development	8.1.1 – Self and others

			SS.FC.3.9	With guidance and support, describe a simple sequence of familiar events.	HH. History	57. History	8.4.1 – Past events
	Our World	Understand the importance of people, resources and the environment	**SS.OW.3.1**	With guidance and support, treat classroom materials and belongings of others with care.	G. Community	11. Community	8.2.1 – Classroom community
			SS.OW.3.2	With guidance and support, identify location and some physical features of familiar places in the environment.	GG. Geography	56. Geography	8.3.1 – Familiar places
			SS.OW.3.3	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	43. Pretend play	8.5.2 – Goods and services
			SS.OW.3.4	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	52. Tools and technology	7.1.1 – Analog tools; 8.5.2 – Goods and services
			SS.OW.3.5	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	58. Ecology	6.2.3 – Caring for nature
	History and Events	Understand events that happened in the past	**SS.HE.3.1**	With guidance and support, describe a simple series of familiar events.	HH. History	57. History	8.4.1 – Past events
			SS.HE.3.2	With guidance and support, begin to understand events that happened in the past.	HH. History	57. History	8.4.1 – Past events
Creative Expression	Creative Expression	Arts Learning Standards	**CE.3.1**	For Creative Expression standards for three-year-old children, see the Mississippi College- and Career-Readiness Arts Learning Standards 2017 for Dance, Media Arts, Music, Theatre, and Visual Arts.	X. Art; Y. Music; Z. Movement; AA. Pretend play	40. Art; 41. Music; 42. Movement; 43. Pretend play; 44. Appreciating the arts	9.1.1 – Visual arts; 9.2.1 – Creating music; 9.3.1 – Movement sequences; 9.4.1 – Play scenarios; 9.5.1 – Art appreciation