HIGHSCOPE®

THE HIGHSCOPE curriculum AND COR Advantage®

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

2026 HighScope Alignment

ALIGNMENT



Content Area	Domain	Anchor Standard	Standard Number	Standard Text	COR Advantage Items	Key Developmental Items (KDIs)	Early Learning Goals (ELGs)
	Literature	Key Ideas and Details	**RL.4.1**	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.").	M. Listening and comprehension; Q. Book enjoyment and knowledge	21. Comprehension; 26. Reading	4.1.2 Understanding and answering questions; 4.5.2 Shared reading experiences
			RL.4.2	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).	M. Listening and comprehension; Q. Book enjoyment and knowledge; AA. Pretend play	21. Comprehension; 28. Book knowledge; 43. Pretend play	4.7.1 Retelling stories
			RL.4.3	With prompting and support, identify some characters, settings and/or major events in a story.	M. Listening and comprehension; Q. Book enjoyment and knowledge	21. Comprehension; 28. Book knowledge	4.7.1 Retelling stories; 4.7.4 Inferring character emotions
		Craft and Structure	**RL.4.4**	Exhibit curiosity and interest in learning words in print.	P. Reading; O. Alphabetic knowledge	23. Vocabulary; 27. Concepts about print	4.1.4 Vocabulary; 4.4.1 Print communicates ideas
			RL.4.4a	Develop new vocabulary from stories.	M. Listening and comprehension; L. Speaking	23. Vocabulary	4.1.4 Vocabulary
			RL.4.4b	Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).	P. Reading	27. Concepts about print	4.4.1 Print communicates ideas
			RL.4.5	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).	Q. Book enjoyment and knowledge	28. Book knowledge	4.5.1 Interest in books; 4.5.2 Shared reading experiences
			RL.4.5a	Identify the front cover, back cover and title page of a book.	Q. Book enjoyment and knowledge	28. Book knowledge	4.4.2 Reading conventions
			RL.4.6	With prompting and support, identify the role of the "author" and "illustrator".	Q. Book enjoyment and knowledge	28. Book knowledge	4.4.2 Reading conventions; 4.5.1 Interest in books
		Integration of Knowledge and Ideas	**RL.4.7**	With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).	M. Listening and comprehension; Q. Book enjoyment and knowledge	21. Comprehension; 26. Reading	4.5.2 Shared reading experiences; 4.7.4 Inferring character emotions
			RL.4.8	Not applicable for literature.	Not applicable	Not applicable	Not applicable
			RL.4.9	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).	M. Listening and comprehension; BB. Observing and classifying	21. Comprehension; 46. Classifying	4.7.1 Retelling stories
		Range of Reading and Level of Text Complexity	**RL.4.10**	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).	P. Reading; Q. Book enjoyment and knowledge	26. Reading; 28. Book knowledge	4.5.2 Shared reading experiences
	Informational	Key Ideas and Details	**RI.4.1**	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).	M. Listening and comprehension; P. Reading	21. Comprehension; 26. Reading	4.1.2 Understanding and answering questions; 4.7.2 Recalling informational topics
			RI.4.2	With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	M. Listening and comprehension; Q. Book enjoyment and knowledge	21. Comprehension; 28. Book knowledge	4.7.2 Recalling informational topics
			RI.4.3	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).	M. Listening and comprehension; CC. Experimenting, predicting, and drawing conclusions	21. Comprehension; 49. Drawing conclusions	4.7.2 Recalling informational topics; 4.7.3 Predicting
		Craft and Structure	**RI.4.4**	Exhibit curiosity and interest about words in a variety of informational texts.	M. Listening and comprehension; P. Reading	23. Vocabulary; 26. Reading	4.1.4 Vocabulary; 4.4.1 Print communicates ideas
			RI.4.5	With prompting and support, identify the front cover, back cover and title page of a book.	Q. Book enjoyment and knowledge	28. Book knowledge	4.4.2 Reading conventions

Reading	Text		**RI.4.6**	With prompting and support, identify the role of the "author" and "illustrator" in informational text.	Q. Book enjoyment and knowledge	28. Book knowledge	4.4.2 Reading conventions
		Integration of Knowledge and Ideas	**RI.4.7**	With prompting and support, make connections between self and text and/or information and text.	M. Listening and comprehension; Q. Book enjoyment and knowledge	21. Comprehension; 26. Reading	4.5.2 Shared reading experiences; 4.7.2 Recalling informational topics
			RI.4.8	With prompting and support, explore the purpose of the informational text as it relates to self.	P. Reading; Q. Book enjoyment and knowledge	26. Reading; 28. Book knowledge	4.4.1 Print communicates ideas; 4.5.1 Interest in books
			RI.4.9	With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	Q. Book enjoyment and knowledge; BB. Observing and classifying	28. Book knowledge; 46. Classifying	4.7.2 Recalling informational topics
		Range of Reading and Level of Text Complexity	**RI.4.10**	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).	P. Reading; Q. Book enjoyment and knowledge	26. Reading; 28. Book knowledge	4.5.2 Shared reading experiences
	Foundational Skills	Print Concepts	**RF.4.1**	With prompting and support, demonstrate understanding of conventions of print.	P. Reading	27. Concepts about print	4.4.1 Print communicates ideas; 4.4.2 Reading conventions
			RF.4.1a	Understand that print moves from left to right, top to bottom and page by page.	P. Reading	27. Concepts about print	4.4.2 Reading conventions
			RF.4.1b	Recognize an association between spoken and written words.	P. Reading	27. Concepts about print	4.4.1 Print communicates ideas
			RF.4.1c	Understand that words are separated by spaces in print.	P. Reading	27. Concepts about print	4.4.1 Print communicates ideas
			RF.4.1d	Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.1 Naming letters
			RF.4.1e	Recognize words as a unit of print and understand that letters are grouped to form words.	P. Reading	27. Concepts about print	4.4.1 Print communicates ideas
			RF.4.1f	Differentiate letters from numbers.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.1 Naming letters
			RF.4.1g	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 Naming letters
		Phonological Awareness	**RF.4.2**	With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.	N. Phonological awareness	24. Phonological awareness	4.3.1 Rhyming sounds
			RF.4.2a	Explore and recognize 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.4.2b	Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.	N. Phonological awareness	24. Phonological awareness	4.3.1 Rhyming sounds
			RF.4.2c	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.4.2d	With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.	N. Phonological awareness	24. Phonological awareness	4.3.1 Rhyming sounds; 4.2.2 Letter-sound correspondence
			RF.4.2e	Engage in language play (e.g., sound patterns, rhyming patterns, songs).	N. Phonological awareness; Y. Music	24. Phonological awareness	4.3.1 Rhyming sounds
			RF.4.2f	Demonstrate awareness of the relationship between sounds and letters.	N. Phonological awareness; O. Alphabetic knowledge	24. Phonological awareness; 25. Alphabetic knowledge	4.2.2 Letter-sound correspondence
		Phonics and Word Recognition	**RF.4.3**	With prompting and support, demonstrate emergent phonics and word analysis skills.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.2 Letter-sound correspondence
			RF.4.3a	Demonstrate 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 correspondence
			RF.4.3b	Begins in kindergarten or when the individual child is ready. RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	O. Alphabetic knowledge	25. Alphabetic knowledge	4.2.2 Letter-sound correspondence

			RF.4.3c	Recognize own name, environmental print and some common high-frequency sight words.	O. Alphabetic knowledge; P. Reading	25. Alphabetic knowledge; 27. Concepts about print	4.2.1 Naming letters; 4.4.1 Print communicates ideas
			RF.4.3d	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 correspondence
		Fluency	**RF.4.4**	Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	P. Reading	26. Reading	4.5.1 Interest in books; 4.5.2 Shared reading experiences
Writing	Writing	Text Types and Purposes	**W.4.1**	With prompting and support, recognize that writing is a way of communicating for a variety of purposes.	R. Writing	29. Writing	4.6.1 Writing letter-like forms and words
			W.4.1a	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion.	R. Writing	29. Writing	4.6.1 Writing letter-like forms and words
			W.4.1b	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters) and describe their writing.	R. Writing; L. Speaking	22. Speaking; 29. Writing	4.1.1 Expressing ideas through language; 4.6.1 Writing letter-like forms and words
			W.4.1c	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories.	R. Writing	29. Writing	4.6.2 Writing narrative text
			W.4.2	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 Writing informational text
			W.4.3	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 Writing narrative text
		Production and Distribution of Writing	**W.4.4**	Begins in grade 3.	Not applicable	Not applicable	Not applicable
			W.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.	R. Writing; C. Reflection	6. Reflection; 29. Writing	1.3.2 Reflection on experiences; 4.6.1 Writing letter-like forms and words
			W.4.6	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.	R. Writing; EE. Tools and technology	29. Writing; 52. Tools and technology	4.6.1 Writing letter-like forms and words; 7.1.2 Digital tools and devices
		Research to Build and Present Knowledge	**W.4.7**	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.	R. Writing; Q. Book enjoyment and knowledge	5. Use of resources; 29. Writing	4.1.3 Asking questions; 4.6.3 Writing informational text
			W.4.8	With prompting and support, recall information from experiences to answer questions.	C. Reflection; M. Listening and comprehension	5. Use of resources; 6. Reflection	1.3.2 Reflection on experiences; 4.1.2 Understanding and answering questions
			W.4.9	Begins in grade 4.	Not applicable	Not applicable	Not applicable
		Range of Writing	**W.4.10**	Begins in grade 3.	Not applicable	Not applicable	Not applicable
		Comprehension and Collaboration	**SL.4.1**	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.	L. Speaking; M. Listening and comprehension	21. Comprehension; 22. Speaking	4.1.5 Discussion norms
			SL.4.1a	Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings).	L. Speaking; F. Building relationships with other children	13. Cooperative play; 22. Speaking	2.2.1 Positive relationships; 4.1.5 Discussion norms
			SL.4.1b	Engage in extended conversations.	L. Speaking; M. Listening and comprehension	21. Comprehension; 22. Speaking	4.1.5 Discussion norms

Speaking and Listening	Speaking and Listening		**SL.4.2**	With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details.	M. Listening and comprehension; L. Speaking	21. Comprehension; 22. Speaking	4.1.2 Understanding and answering questions
			SL.4.3	With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.	L. Speaking; A. Initiative and planning	5. Use of resources; 22. Speaking	4.1.3 Asking questions
		Presentation of Knowledge and Ideas	**SL.4.4**	With prompting and support, describe familiar people, places, things and events.	L. Speaking	22. Speaking; 23. Vocabulary	4.1.1 Expressing ideas through language; 4.1.4 Vocabulary
			SL.4.5	With prompting and support, add drawings or other visual displays to descriptions.	X. Art; R. Writing	29. Writing; 40. Art	4.6.1 Writing letter-like forms and words; 9.1.1 Visual arts
			SL.4.6	With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.	L. Speaking; D. Emotions	9. Emotions; 22. Speaking	2.1.1 Naming emotions; 4.1.1 Expressing ideas through language
Language	Language	Conventions of Standard English	**L.4.1**	With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.	L. Speaking	22. Speaking	4.1.1 Expressing ideas through language
			L.4.1a	Use frequently occurring nouns and verbs.	L. Speaking	22. Speaking; 23. Vocabulary	4.1.4 Vocabulary
			L.4.1b	Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).	L. Speaking	22. Speaking; 23. Vocabulary	4.1.4 Vocabulary
			L.4.1c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	L. Speaking	22. Speaking; 23. Vocabulary	4.1.2 Understanding and answering questions; 4.1.3 Asking questions
			L.4.1d	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).	L. Speaking	22. Speaking; 23. Vocabulary	4.1.4 Vocabulary; 5.4.3 Space, direction, and location
			L.4.1e	Produce and expand complete sentences in shared language activities.	L. Speaking	22. Speaking	4.1.1 Expressing ideas through language
			L.4.2	With prompting and support, demonstrate awareness of the conventions of standard English.	R. Writing	29. Writing	4.6.1 Writing letter-like forms and words
			L.4.2a	Write first name, capitalizing the first letter.	R. Writing; O. Alphabetic knowledge	25. Alphabetic knowledge; 29. Writing	4.2.1 Naming letters; 4.6.1 Writing letter-like forms and words
			L.4.2b	Develop an awareness of symbols for end punctuation.	R. Writing; P. Reading	27. Concepts about print; 29. Writing	4.4.1 Print communicates ideas
			L.4.2c	Attempt to write a letter or letters to represent a word.	R. Writing; O. Alphabetic knowledge	25. Alphabetic knowledge; 29. Writing	4.2.2 Letter-sound correspondence; 4.6.1 Writing letter-like forms and words
			L.4.2d	Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships.	R. Writing; O. Alphabetic knowledge	25. Alphabetic knowledge; 29. Writing	4.2.2 Letter-sound correspondence; 4.6.1 Writing letter-like forms and words
		Knowledge of Language	**L.4.3**	Begins in grade 2.	Not applicable	Not applicable	Not applicable
		Vocabulary Acquisition and Use	**L.4.4**	With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	M. Listening and comprehension; L. Speaking	23. Vocabulary	4.1.4 Vocabulary
			L.4.4a	Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	M. Listening and comprehension; L. Speaking	23. Vocabulary	4.1.4 Vocabulary
			L.4.5	With guidance and support, explore word relationships and word meanings.	L. Speaking; M. Listening and comprehension	23. Vocabulary	4.1.4 Vocabulary
			L.4.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	BB. Observing and classifying; M. Listening and comprehension	23. Vocabulary; 46. Classifying	4.1.4 Vocabulary; 5.6.1 Sorting and counting categories
			L.4.5b	Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).	L. Speaking; M. Listening and comprehension	23. Vocabulary	4.1.4 Vocabulary
			L.4.5c	Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).	L. Speaking; M. Listening and comprehension	23. Vocabulary	4.1.4 Vocabulary
			L.4.5d	Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	L. Speaking; Z. Movement	22. Speaking; 23. Vocabulary	4.1.4 Vocabulary

			L.4.6	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.	L. Speaking; M. Listening and comprehension	22. Speaking; 23. Vocabulary	4.1.4 Vocabulary
Mathematics	Counting and Cardinality	Know number names and the count sequence	**M.CC.4.1**	With prompting and support, recite numbers 1 to 30 in the correct order.	S. Number and counting	32. Counting	5.1.1 Math talk and ordinal words; 5.1.3 One-to-one counting
			M.CC.4.2	With prompting and support, recognize, name, and attempt writing numerals 0–20.	S. Number and counting	31. Number words and symbols	5.1.5 Recognizing and writing numerals 0-10
		Count to tell the number of objects	**M.CC.4.3**	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	32. Counting; 39. Data analysis	5.1.4 Cardinality; 5.5.2 Comparative language
			M.CC.4.4	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; 5.1.5 Recognizing and writing numerals 0-10
			M.CC.4.4a	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 Recognizing and writing numerals 0-10
			M.CC.4.4b	Match quantities and numerals 0–10.	S. Number and counting	31. Number words and symbols; 32. Counting	5.1.3 One-to-one counting; 5.1.5 Recognizing and writing numerals 0-10
			M.CC.4.5	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.	S. Number and counting	32. Counting	5.1.3 One-to-one counting; 5.1.4 Cardinality
			M.CC.4.5a	Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.	S. Number and counting	31. Number words and symbols; 32. Counting	5.1.4 Cardinality
		Compare numbers	**M.CC.4.6**	Use comparative language (e.g., more than, less than, equal to, same and different) to compare objects, using developmentally appropriate pre-kindergarten materials.	S. Number and counting; W. Data analysis	32. Counting; 39. Data analysis	5.5.2 Comparative language
	Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	**M.OA.4.1**	With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.	S. Number and counting	33. Part-whole relationships	5.2.2 Joining and separating objects
			M.OA.4.2	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 objects
			M.OA.4.3	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.4.4	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).	V. Patterns	38. Patterns	5.3.1 Patterns
	Measurement and Data	Describe and compare measurable attributes	**M.MD.4.1**	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).	U. Measurement	36. Measuring	5.5.1 Comparing with units; 5.5.2 Comparative language
			M.MD.4.2	With guidance and support, compare two objects using attributes of length, weight and size (e.g., bigger, longer, taller, heavier, same weight, same amount).	U. Measurement	36. Measuring	5.5.1 Comparing with units; 5.5.2 Comparative language
			M.MD.4.2a	Use nonstandard units of measurement.	U. Measurement	36. Measuring; 37. Unit	5.5.1 Comparing with units
			M.MD.4.2b	Explore standard tools of measurement.	U. Measurement; EE. Tools and technology	36. Measuring; 37. Unit	5.5.1 Comparing with units

		Classify objects and count the number of objects in each category	**M.MD.4.3**	With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	W. Data analysis; BB. Observing and classifying	39. Data analysis; 46. Classifying	5.6.1 Sorting and counting categories
	Geometry	Explore, identify, and describe shapes	**M.G.4.1**	With guidance and support, correctly name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).	T. Geometry: Shapes and spatial awareness	34. Shapes	5.4.1 Identifying shapes and attributes
			M.G.4.2	With guidance and support, correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.	T. Geometry: Shapes and spatial awareness	34. Shapes; 35. Spatial awareness	5.4.1 Identifying shapes and attributes; 5.4.3 Space, direction, and location
			M.G.4.3	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 Identifying shapes and attributes
		Analyze, compare, create and compose shapes	**M.G.4.4**	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).	T. Geometry: Shapes and spatial awareness; X. Art	34. Shapes; 40. Art	5.4.2 Transforming shapes; 9.1.1 Visual arts
			M.G.4.5	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).	T. Geometry: Shapes and spatial awareness; X. Art	34. Shapes; 40. Art	5.4.2 Transforming shapes
Approaches to Learning	Play	Engage in play	**ATL.P.4.1**	Cooperate with peers during play by taking turns, sharing materials and inviting others to play.	F. Building relationships with other children; G. Community	12. Building relationships; 13. Cooperative play	2.2.1 Positive relationships; 9.4.1 Creating play scenarios
			ATL.P.4.2	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 Initiative in exploring; 1.1.2 Planning and follow-through
			ATL.P.4.3	Exhibit creativity and imagination in a variety of forms (e.g., roles, props and language).	AA. Pretend play; X. Art	40. Art; 43. Pretend play	9.1.1 Visual arts; 9.4.1 Creating play scenarios
			ATL.P.4.4	Demonstrate active engagement in play.	A. Initiative and planning; AA. Pretend play	3. Engagement; 43. Pretend play	1.2.1 Sustained attention and engagement; 9.4.1 Creating play scenarios
	Curiosity and Initiative	Demonstrate curiosity and initiative	**ATL.CI.4.1**	Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.	A. Initiative and planning; BB. Observing and classifying	1. Initiative; 3. Engagement	1.1.1 Initiative in exploring; 1.2.1 Sustained attention and engagement
			ATL.CI.4.2	Ask questions to seek new information.	A. Initiative and planning; CC. Experimenting, predicting, and drawing conclusions	5. Use of resources; 47. Experimenting	4.1.3 Asking questions; 6.1.1 Scientific inquiry
			ATL.CI.4.3	Make independent choices.	A. Initiative and planning	1. Initiative; 2. Planning	1.1.1 Initiative in exploring
			ATL.CI.4.4	Approach tasks and activities with flexibility, imagination and inventiveness.	A. Initiative and planning; B. Problem solving with materials	1. Initiative; 4. Problem solving	1.1.1 Initiative in exploring; 1.3.1 Problem solving with materials and tools
	Persistence and Attentiveness	Demonstrate persistence and attentiveness	**ATL.PA.4.1**	Follow through to complete a task or activity.	A. Initiative and planning; C. Reflection	2. Planning; 3. Engagement	1.1.2 Planning and follow-through; 1.2.1 Sustained attention and engagement
			ATL.PA.4.2	Demonstrate the ability to remain engaged in an activity or experience.	A. Initiative and planning	3. Engagement	1.2.1 Sustained attention and engagement
			ATL.PA.4.3	Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	B. Problem solving with materials; E. Building relationships with adults	5. Use of resources; 12. Building relationships	1.2.2 Sustained effort through difficult tasks
	Problem-Solving Skills	Demonstrate problem-solving skills	**ATL.PS.4.1**	Identify a problem or ask a question.	B. Problem solving with materials; CC. Experimenting, predicting, and drawing conclusions	4. Problem solving; 47. Experimenting	1.3.1 Problem solving with materials and tools; 6.1.1 Scientific inquiry
			ATL.PS.4.2	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).	B. Problem solving with materials; CC. Experimenting, predicting, and drawing conclusions	4. Problem solving; 5. Use of resources	1.2.2 Sustained effort through difficult tasks; 1.3.1 Problem solving with materials and tools
			ATL.PS.4.3	Apply prior learning and experiences to build new knowledge.	C. Reflection; CC. Experimenting, predicting, and drawing conclusions	6. Reflection; 49. Drawing conclusions	1.3.1 Problem solving with materials and tools; 1.3.2 Reflection on experiences
			SED.SD.4.1	Interact appropriately with familiar adults.	E. Building relationships with adults	12. Building relationships	2.2.1 Positive relationships

	Social Development	Build and maintain relationships with others	**SED.SD.4.1a**	Communicate to seek out help with a difficult task, to find comfort and to obtain security.	E. Building relationships with adults	12. Building relationships	1.2.2 Sustained effort through difficult tasks; 2.2.1 Positive relationships
			SED.SD.4.1b	Engage with a variety of familiar adults for a specific purpose.	E. Building relationships with adults	12. Building relationships	2.2.1 Positive relationships
			SED.SD.4.2	Interact appropriately with other children.	F. Building relationships with other children	12. Building relationships; 13. Cooperative play	2.2.1 Positive relationships
			SED.SD.4.2a	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.4.2b	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
			SED.SD.4.2c	Ask permission to use items or materials of others.	F. Building relationships with other children; G. Community	11. Community; 14. Moral development	2.2.3 Conflict resolution; 8.2.1 Community problem solving
			SED.SD.4.2d	Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").	F. Building relationships with other children; G. Community	11. Community; 14. Moral development	2.2.2 Empathy; 8.2.1 Community problem solving
			SED.SD.4.3	Express empathy and care for others.	D. Emotions; F. Building relationships with other children	10. Empathy	2.2.2 Empathy
			SED.SD.4.3a	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	2.2.2 Empathy
			SED.SD.4.3b	Offer and accept encouraging and courteous words to demonstrate kindness.	F. Building relationships with other children; G. Community	10. Empathy; 11. Community	2.2.1 Positive relationships; 2.2.2 Empathy
			SED.SD.4.3c	With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").	D. Emotions; F. Building relationships with other children	9. Emotions; 10. Empathy	2.1.1 Naming emotions; 2.2.2 Empathy
		Work productively toward common goals and activities	**SED.SD.4.4**	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 Community problem solving
			SED.SD.4.4a	With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	L. Speaking; G. Community	11. Community; 22. Speaking	4.1.5 Discussion norms; 8.2.1 Community problem solving
			SED.SD.4.4b	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; G. Community	11. Community; 13. Cooperative play	2.2.1 Positive relationships; 9.4.1 Creating play scenarios
			SED.SD.4.4c	Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	G. Community	11. Community; 14. Moral development	8.2.1 Community problem solving
			SED.SD.4.5	Join ongoing activities in acceptable ways.	F. Building relationships with other children; G. Community	11. Community; 13. Cooperative play	2.2.1 Positive relationships
			SED.SD.4.5a	Express to others a desire to play (e.g., say, "I want to play.").	L. Speaking; F. Building relationships with other children	13. Cooperative play; 22. Speaking	2.2.1 Positive relationships; 4.1.1 Expressing ideas through language
			SED.SD.4.5b	Lead and follow.	F. Building relationships with other children; G. Community	11. Community; 13. Cooperative play	2.2.1 Positive relationships; 8.2.1 Community problem solving
			SED.SD.4.5c	Move into group with ease.	F. Building relationships with other children; G. Community	11. Community; 13. Cooperative play	2.2.1 Positive relationships
			SED.SD.4.6	Resolve conflicts with others.	H. Conflict resolution	15. Conflict resolution	2.2.3 Conflict resolution
			SED.SD.4.6a	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.").	H. Conflict resolution; L. Speaking	15. Conflict resolution; 22. Speaking	2.2.3 Conflict resolution
			SED.SD.4.6b	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.").	H. Conflict resolution; G. Community	14. Moral development; 15. Conflict resolution	2.2.2 Empathy; 2.2.3 Conflict resolution
Social and Emotional			**SED.ED.4.1**	Demonstrate trust in self.	FF. Knowledge of self and others	7. Self-identity; 8. Sense of competence	1.1.1 Initiative in exploring; 2.1.1 Naming emotions
			SED.ED.4.1a	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; L. Speaking	7. Self-identity; 8. Sense of competence	1.1.1 Initiative in exploring; 2.1.1 Naming emotions
			SED.ED.4.1b	Identify own emotions (e.g., say, "I feel …") and express pride in accomplishments (e.g., "I did it!").	D. Emotions; FF. Knowledge of self and others	7. Self-identity; 9. Emotions	2.1.1 Naming emotions

Development	Emotional Development	Demonstrate awareness of self and capabilities	**SED.ED.4.2**	Develop personal preferences.	A. Initiative and planning; FF. Knowledge of self and others	1. Initiative; 7. Self-identity	1.1.1 Initiative in exploring
			SED.ED.4.2a	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 Initiative in exploring; 4.1.1 Expressing ideas through language
			SED.ED.4.2b	Select and complete tasks (e.g., finish a puzzle or drawing).	A. Initiative and planning; C. Reflection	3. Engagement; 8. Sense of competence	1.2.1 Sustained attention and engagement
			SED.ED.4.3	Show flexibility, inventiveness and interest in solving problems.	B. Problem solving with materials	4. Problem solving; 8. Sense of competence	1.3.1 Problem solving with materials and tools
			SED.ED.4.3a	Make alternative choices (e.g., move to another area when a center is full).	B. Problem solving with materials; A. Initiative and planning	4. Problem solving; 55. Decision making	1.1.1 Initiative in exploring; 1.3.1 Problem solving with materials and tools
			SED.ED.4.3b	Persist and 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	3. Engagement; 4. Problem solving	1.2.2 Sustained effort through difficult tasks; 1.3.1 Problem solving with materials and tools
			SED.ED.4.4	Know personal information.	FF. Knowledge of self and others	7. Self-identity	8.1.1 Similarities and differences among people
			SED.ED.4.4a	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 Similarities and differences among people
			SED.ED.4.4b	Refer to self by first and last name.	FF. Knowledge of self and others	7. Self-identity	8.1.1 Similarities and differences among people
			SED.ED.4.4c	Know parent(s')/guardian(s') name(s).	FF. Knowledge of self and others	7. Self-identity	8.1.1 Similarities and differences among people
		Recognize and adapt expressions, behaviors and actions	**SED.ED.4.5**	Show impulse control with body and actions.	I. Gross-motor skills; K. Personal care and healthy behavior	18. Body awareness	2.1.2 Regulating emotions and actions; 3.1.2 Body and spatial awareness
			SED.ED.4.5a	Control own body in space (e.g., move safely through room without harm to self or others).	I. Gross-motor skills; Z. Movement	18. Body awareness; 35. Spatial awareness	3.1.2 Body and spatial awareness
			SED.ED.4.5b	Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	G. Community; K. Personal care and healthy behavior	11. Community; 14. Moral development	2.1.2 Regulating emotions and actions; 8.2.1 Community problem solving
			SED.ED.4.5c	Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).	G. Community; K. Personal care and healthy behavior	11. Community; 19. Personal care	2.1.2 Regulating emotions and actions; 3.3.3 Personal care routines
			SED.ED.4.6	Manage emotions.	D. Emotions	9. Emotions	2.1.2 Regulating emotions and actions
			SED.ED.4.6a	With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	D. Emotions	9. Emotions	2.1.2 Regulating emotions and actions
			SED.ED.4.6b	With prompting and support, recognize emotions (e.g., "I am really mad.").	D. Emotions	9. Emotions	2.1.1 Naming emotions
			SED.ED.4.6c	With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, "This story makes me happy.").	D. Emotions; L. Speaking	9. Emotions; 22. Speaking	2.1.1 Naming emotions; 4.1.1 Expressing ideas through language
			SED.ED.4.6d	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.").	D. Emotions; H. Conflict resolution	9. Emotions; 15. Conflict resolution	2.1.2 Regulating emotions and actions; 2.2.3 Conflict resolution
			SED.ED.4.7	Follow procedures and routines with teacher support.	G. Community; M. Listening and comprehension	11. Community; 21. Comprehension	2.1.2 Regulating emotions and actions; 4.1.2 Understanding and answering questions
			SED.ED.4.7a	Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	M. Listening and comprehension; G. Community	11. Community; 21. Comprehension	2.1.2 Regulating emotions and actions; 4.1.2 Understanding and answering questions
			SED.ED.4.7b	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; 19. Personal care	3.2.1 Small-muscle coordination; 3.3.2 Safety practices
			SED.ED.4.7c	Take turns sharing information with others (e.g., interact during group time).	L. Speaking; G. Community	11. Community; 22. Speaking	4.1.5 Discussion norms
			SED.ED.4.8	Demonstrate flexibility in adapting to different environments.	G. Community	11. Community; 14. Moral development	2.1.2 Regulating emotions and actions
			SED.ED.4.8a	Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	G. Community	11. Community; 14. Moral development	2.1.2 Regulating emotions and actions
			SED.ED.4.8b	Follow rules (e.g., use outside voice, use inside voice) in different settings.	G. Community	11. Community; 14. Moral development	2.1.2 Regulating emotions and actions; 8.2.1 Community problem solving

Science	Physical Science	Develop awareness of observable properties of objects and materials	**S.PS.4.1**	The child will manipulate and explore items in the environment with a wide variety of investigative tools.	BB. Observing and classifying; EE. Tools and technology	45. Observing; 52. Tools and technology	6.1.1 Scientific inquiry; 7.1.1 Analog tools
			S.PS.4.2	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 or liquid and sink or float).	BB. Observing and classifying	45. Observing; 46. Classifying	6.3.1 Properties of materials and objects
			S.PS.4.3	With prompting and support, explore how solid objects can be constructed from a smaller set.	CC. Experimenting, predicting, and drawing conclusions; T. Geometry: Shapes and spatial awareness	34. Shapes; 47. Experimenting	5.4.2 Transforming shapes; 7.2.2 Engineering design process
			S.PS.4.3a	With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks).	T. Geometry: Shapes and spatial awareness; X. Art	34. Shapes; 35. Spatial awareness	5.4.2 Transforming shapes; 5.4.3 Space, direction, and location
			S.PS.4.3b	With teacher guidance, explore why things may not work the same if some of the parts are missing.	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting; 49. Drawing conclusions	7.2.1 Investigating how things work; 7.2.2 Engineering design process
			S.PS.4.4	With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting; 48. Predicting	6.1.1 Scientific inquiry; 6.3.2 Movement and change in objects
	Life Science	Acquire scientific knowledge related to life science	**S.LS.4.1**	With prompting and support, name and identify the five senses and the corresponding body parts for each.	BB. Observing and classifying; FF. Knowledge of self and others	45. Observing; 51. Natural and physical world	6.1.1 Scientific inquiry; 6.2.1 Living things and habitats
			S.LS.4.2	With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.	DD. Natural and physical world; CC. Experimenting, predicting, and drawing conclusions	45. Observing; 51. Natural and physical world	6.2.1 Living things and habitats
			S.LS.4.2a	Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.	DD. Natural and physical world; P. Reading	48. Predicting; 51. Natural and physical world	4.7.3 Predicting; 6.2.1 Living things and habitats
			S.LS.4.2b	Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.	CC. Experimenting, predicting, and drawing conclusions; DD. Natural and physical world	47. Experimenting; 51. Natural and physical world	6.1.1 Scientific inquiry; 6.2.1 Living things and habitats
			S.LS.4.2c	With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.	CC. Experimenting, predicting, and drawing conclusions; U. Measurement	47. Experimenting; 51. Natural and physical world	6.1.1 Scientific inquiry; 6.2.1 Living things and habitats
			S.LS.4.3	With prompting and support, explore what animals and plants need to live and grow.	DD. Natural and physical world; CC. Experimenting, predicting, and drawing conclusions	47. Experimenting; 51. Natural and physical world	6.2.1 Living things and habitats
			S.LS.4.3a	With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.	CC. Experimenting, predicting, and drawing conclusions; DD. Natural and physical world	47. Experimenting; 51. Natural and physical world	6.1.1 Scientific inquiry; 6.2.1 Living things and habitats
			S.LS.4.4	With guidance and support, explore characteristics of living and non-living things.	BB. Observing and classifying; DD. Natural and physical world	46. Classifying; 51. Natural and physical world	6.2.1 Living things and habitats; 6.3.1 Properties of materials and objects
			S.LS.4.4a	With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things.	BB. Observing and classifying; DD. Natural and physical world	46. Classifying; 51. Natural and physical world	6.1.1 Scientific inquiry; 6.2.1 Living things and habitats
			S.LS.4.4b	With teacher guidance, create a visual representation of the information gained and results of the experiment.	X. Art; W. Data analysis	39. Data analysis; 50. Communicating ideas	5.6.2 Representing and interpreting data; 6.1.1 Scientific inquiry
			S.LS.4.4c	With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.	EE. Tools and technology; DD. Natural and physical world	51. Natural and physical world; 52. Tools and technology	6.2.1 Living things and habitats; 7.1.2 Digital tools and devices
			S.ES.4.1	With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).	DD. Natural and physical world; BB. Observing and classifying	45. Observing; 51. Natural and physical world	6.2.2 Earth, sky, and natural phenomena

	Earth and Space Science	Apply scientific knowledge related to earth science and space	**S.ES.4.1a**	With teacher guidance, collect and display daily data about weather and seasonal activity.	W. Data analysis; DD. Natural and physical world	39. Data analysis; 51. Natural and physical world	5.6.2 Representing and interpreting data; 6.2.2 Earth, sky, and natural phenomena
			S.ES.4.2	With prompting and support, identify characteristics of the clouds, sun, moon and stars.	DD. Natural and physical world; BB. Observing and classifying	45. Observing; 51. Natural and physical world	6.2.2 Earth, sky, and natural phenomena
			S.ES.4.2a	With teacher guidance, create a simple model of common elements of day and night.	DD. Natural and physical world; X. Art	50. Communicating ideas; 51. Natural and physical world	6.2.2 Earth, sky, and natural phenomena; 7.2.2 Engineering design process
			S.ES.4.2b	With teacher guidance, construct a device which would protect from sun and/or rain.	CC. Experimenting, predicting, and drawing conclusions; EE. Tools and technology	47. Experimenting; 52. Tools and technology	6.2.2 Earth, sky, and natural phenomena; 7.2.2 Engineering design process
			S.ES.4.3	With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves).	BB. Observing and classifying; DD. Natural and physical world	45. Observing; 46. Classifying	6.2.2 Earth, sky, and natural phenomena; 6.3.1 Properties of materials and objects
			S.ES.4.3a	Participate in a teacher-led activity to identify and reuse materials.	DD. Natural and physical world	58. Ecology	6.2.3 Caring for the natural environment
			S.ES.4.3b	With teacher guidance, create a product from reused or natural materials that will meet a human need (e.g., pencil holder or musical instrument).	EE. Tools and technology; DD. Natural and physical world	52. Tools and technology; 58. Ecology	6.2.3 Caring for the natural environment; 7.2.2 Engineering design process
	Technology	Identify and explore a variety of technology tools	**S.T.4.1**	Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	EE. Tools and technology; BB. Observing and classifying	45. Observing; 52. Tools and technology	6.1.1 Scientific inquiry; 7.1.1 Analog tools
			S.T.4.2	Use technology tools to gather and/or communicate information.	EE. Tools and technology; W. Data analysis	50. Communicating ideas; 52. Tools and technology	7.1.2 Digital tools and devices
			S.T.4.3	With prompting and support, invent and construct simple objects or structures using technology tools.	EE. Tools and technology; CC. Experimenting, predicting, and drawing conclusions	47. Experimenting; 52. Tools and technology	7.1.1 Analog tools; 7.2.2 Engineering design process
Physical Development	Gross Motor Skills	Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities	**PD.GM.4.1**	Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	I. Gross-motor skills; FF. Knowledge of self and others	18. Body awareness	3.1.2 Body and spatial awareness
			PD.GM.4.2	Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	I. Gross-motor skills	16. Gross-motor skills	3.1.1 Locomotor and nonlocomotor movement
		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities	**PD.GM.4.3**	With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	I. Gross-motor skills; Z. Movement	16. Gross-motor skills; 18. Body awareness	3.1.1 Locomotor and nonlocomotor movement; 3.1.2 Body and spatial awareness
			PD.GM.4.4	Use various types of equipment (e.g., playground equipment, tricycles, slides).	I. Gross-motor skills	16. Gross-motor skills	3.1.1 Locomotor and nonlocomotor movement
			PD.GM.4.5	Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).	I. Gross-motor skills	16. Gross-motor skills	3.1.1 Locomotor and nonlocomotor movement
	Fine Motor Skills	Demonstrate competency in fine motor skills needed to perform a variety of physical activities	**PD.FM.4.4**	With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).	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 and performance of physical activities	**PD.FM.4.5**	Demonstrate fine muscle coordination using manipulative materials that vary in size, shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).	J. Fine-motor skills	17. Fine-motor skills	3.2.1 Small-muscle coordination
			PD.FM.4.6	Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	J. Fine-motor skills	17. Fine-motor skills	3.2.1 Small-muscle coordination
		Participate in fine motor activity for self-	**PD.FM.4.7**	With prompting 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

		expression and/or social interaction	**PD.FM.4.8**	With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play).	J. Fine-motor skills; F. Building relationships with other children	13. Cooperative play; 17. Fine-motor skills	2.2.1 Positive relationships; 3.2.1 Small-muscle coordination
		Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities	**PD.FM.4.9**	With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self and manipulating fasteners).	K. Personal care and healthy behavior; J. Fine-motor skills	17. Fine-motor skills; 19. Personal care	3.2.1 Small-muscle coordination; 3.3.3 Personal care routines
	Self-Care, Health and Safety Skills	Demonstrate an awareness and practice of safety rules	**PD.SH.4.1**	With prompting and support, identify safety rules (e.g., classroom, home, community).	K. Personal care and healthy behavior; G. Community	19. Personal care; 20. Healthy behavior	3.3.2 Safety practices
			PD.SH.4.2	With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	K. Personal care and healthy behavior	19. Personal care; 20. Healthy behavior	3.3.2 Safety practices
			PD.SH.4.3	With prompting 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	14. Moral development; 20. Healthy behavior	3.3.2 Safety practices; 8.2.1 Community problem solving
		Demonstrate an emerging (developing) use of standard health practices	**PD.SH.4.4**	With prompting 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.4.5	With prompting 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 and nonlocomotor movement; 3.3.1 Healthy choices
			PD.SH.4.6	With prompting 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.4.1**	Identify self as a member of a family, the learning community and local community.	FF. Knowledge of self and others; G. Community	7. Self-identity; 11. Community	8.1.1 Similarities and differences among people; 8.5.1 Roles and work people do
			SS.FC.4.2	With prompting and support, identify similarities and differences in people.	FF. Knowledge of self and others	53. Diversity	8.1.1 Similarities and differences among people
			SS.FC.4.3	With prompting and support, describe some family traditions.	FF. Knowledge of self and others	53. Diversity; 54. Community roles	8.1.1 Similarities and differences among people; 8.4.1 Past events
			SS.FC.4.4	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 Similarities and differences among people
		Understand the concept of individual rights and responsibilities	**SS.FC.4.5**	With prompting and support, demonstrate responsible behavior related to daily routines.	K. Personal care and healthy behavior; G. Community	14. Moral development; 19. Personal care	3.3.3 Personal care routines; 8.2.1 Community problem solving
			SS.FC.4.6	With prompting and support, explain some rules in the home and in the classroom.	G. Community	11. Community; 14. Moral development	8.2.1 Community problem solving
			SS.FC.4.6a	Identify some rules for different settings.	G. Community	11. Community; 14. Moral development	8.2.1 Community problem solving
			SS.FC.4.6b	Identify appropriate choices to promote positive interactions.	G. Community; H. Conflict resolution	14. Moral development; 55. Decision making	2.2.3 Conflict resolution; 8.2.1 Community problem solving
			SS.FC.4.7	With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	G. Community; FF. Knowledge of self and others	54. Community roles	8.5.1 Roles and work people do
			SS.FC.4.8	With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).	FF. Knowledge of self and others; G. Community	14. Moral development; 53. Diversity	8.1.1 Similarities and differences among people; 8.2.1 Community problem solving
			SS.FC.4.9	With prompting 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.4.1**	Treat classroom materials and the belongings of others with care.	G. Community; K. Personal care and healthy behavior	11. Community; 58. Ecology	6.2.3 Caring for the natural environment; 8.2.1 Community problem solving
			SS.OW.4.2	With prompting and support, identify location and some physical features of familiar places in the environment.	GG. Geography	56. Geography	8.3.1 Physical features of familiar places
			SS.OW.4.3	With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	AA. Pretend play; S. Number and counting	43. Pretend play; 54. Community roles	8.5.2 Goods and services; 9.4.1 Creating play scenarios
			SS.OW.4.4	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; AA. Pretend play	43. Pretend play; 52. Tools and technology	7.1.2 Digital tools and devices; 8.5.2 Goods and services

			SS.OW.4.5	Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	DD. Natural and physical world; G. Community	51. Natural and physical world; 58. Ecology	6.2.3 Caring for the natural environment
	History and Events	Understand events that happened in the past	**SS.HE.4.1**	With prompting and support, describe a simple series of familiar events.	HH. History	57. History	8.4.1 Past events
			SS.HE.4.2	Recognize events that happened in the past.	HH. History	57. History	8.4.1 Past events
Creative Expression	Creative Expression	Arts Learning Standards	**CE.4.1**	For Creative Expression standards for four-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 Creating movement; 9.4.1 Creating play scenarios; 9.5.1 Art appreciation