



LEARN EVERY DAY PRESCHOOL CURRICULUM CORRELATION
MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING THREE-YEAR-OLD-CHILDREN
READING STANDARDS FOR LITERATURE (Three-year-old children)

Key Ideas and Details	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “ <i>What is the duck doing?</i> ” or respond to, “ <i>Tell me about the duck.</i> ”).	24, 62, 82, 124, 164	25, 34-35, 60-66
2. With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.	82, 230, 275, 602	25, 34-35, 60-66
3. With guidance and support, identify common objects in the pictures of books.	124, 164, 252	25, 34-35, 60-66
Craft and Structure	LED Preschool Curriculum	LED Foundations of Learning
4. With guidance and support, exhibit curiosity and interest that print conveys meaning.	82, 124, 208, 392, 628	25, 34-35, 60-66
a. Increase vocabulary through conversations with adults and peers.	2, 44, 62, 124, 164, 186, 230, 252, 506	25, 34-35, 60-66
b. Identify real-world print (e.g., labels in the classroom, signs in the community).	124, 164, 252, 320	25, 34-35, 60-66
5. With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).	230, 275, 366	25, 34-35, 60-66
6. With guidance and support, identify the terms “author” and “illustrator”.		25, 34-35, 60-66

Integration of Knowledge and Ideas	LED Preschool Curriculum	LED Foundations of Learning
7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	275, 296	25, 34-35, 60-66
8. (Not appropriate for literature as indicated in the CCSS for ELA)	NA	NA
9. With guidance and support, recall a sequence of events in familiar stories.	24, 62, 82, 124, 230, 275, 392	25, 34-35, 60-66
Range of Reading and Level of Text Complexity	LED Preschool Curriculum	LED Foundations of Learning
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music).	186, 275, 482, 770	25, 34-35, 60-66

READING STANDARDS FOR INFORMATION TEXT (Three-year-old children)

Key Ideas and Details	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, answer questions related to a variety of print materials.	24, 62, 124	25, 34-35, 60-66
2. With guidance and support, identify the main topic/idea and demonstrate some details through play (e.g., dramatic play, art, writing, math, building blocks, science, music, and/or manipulatives).	82, 230, 275, 602	25, 34-35, 60-66
3. With guidance and support, identify the connections between self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child's life).	2, 233, 236, 240, 243, 275	25, 34-35, 60-66
Craft and Structure	LED Preschool Curriculum	LED Foundations of Learning
4. With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).	82, 124, 208, 392, 628	25, 34-35, 60-66
5. With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.	144, 230, 414	25, 34-35, 60-66
6. With guidance and support, identify the terms "author" and "illustrator".		25, 34-35, 60-66

Integration of Knowledge and Ideas	LED Preschool Curriculum	LED Foundations of Learning
7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	275, 296	25, 34-35, 60-66
8. No developmentally appropriate standard.	NA	NA
9. No developmentally appropriate standard.	NA	NA
Range of Reading and Level of Text Complexity	LED Preschool Curriculum	LED Foundations of Learning
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music,).	186, 275, 482, 770, 796	25, 34-35, 60-66

READING STANDARDS: FOUNDATIONAL SKILLS (Three-year-old children)

Print Concepts	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, demonstrate basic features of print.	44, 252	25, 34-35, 60-66
a. Recognize that spoken words can be written and convey meaning.	2, 82	25, 34-35, 60-66
b. Recognize and name some letters in their first name.	2, 44, 82	25, 34-35, 60-66
c. Recognize some numbers.	Unit 9: 163-184, 44, 164, 230, 628, 650	25, 34-35, 60-66
d. Recognize that print moves from left to right, top to bottom, and page by page.	2, 144, 414, 796	25, 34-35, 60-66
Phonological Awareness	LED Preschool Curriculum	LED Foundations of Learning
2. With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.	186, 252, 275, 482, 506	25, 34-35, 60-66

<i>Phonological Awareness continued</i>		
a. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	186, 255, 482, 770	25, 34-35, 60-66
b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	186, 255, 482, 770	25, 34-35, 60-66
c. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).	69-71	25, 34-35, 60-66
d. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	186, 252, 578	25, 34-35, 60-66
3. With guidance and support, demonstrate emergent (developing) phonological awareness skills (e.g., recognize first name in print).	24, 186, 275, 482, 770	25, 34-35, 60-66
Fluency	LED Preschool Curriculum	LED Foundations of Learning
4. With guidance and support, display emergent (developing) reading behavior through pretend reading and picture reading.	230, 414	25, 34-35, 60-66

WRITING STANDARDS (Three-year-old children)

Text Types and Purposes	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.	24, 230, 320, 414, 436, 650	25, 34-35, 57-59
2. No developmentally appropriate standard.	NA	NA
3. No developmentally appropriate standard.	NA	NA
Production and Distribution of Writing	LED Preschool Curriculum	LED Foundations of Learning
4. No developmentally appropriate standard.	NA	NA
5. No developmentally appropriate standard.	NA	NA

<i>Production and Distribution of Writing continued</i>		
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.	24, 230, 320, 414, 436	25, 34-35, 57-59
Research to Build and Present Knowledge	LED Preschool Curriculum	LED Foundations of Learning
7. No developmentally appropriate standard.	NA	NA
8. No developmentally appropriate standard.	NA	NA
9. No developmentally appropriate standard.	NA	NA
Range of Writing	LED Preschool Curriculum	LED Foundations of Learning
10. No developmentally appropriate standard.	NA	NA

SPEAKING AND LISTENING STANDARDS (Three-year-old children)

Comprehension and Collaboration	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one-on-one interactions).	24, 62, 124, 296, 414, 436	25, 35-35, 60-66, 87-88
2. With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.	24, 62, 82, 124, 342	25, 35-35, 60-66, 87-88
3. With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	62, 82, 124, 342	25, 35-35, 60-66, 87-88
Presentation of Knowledge and Ideas	LED Preschool Curriculum	LED Foundations of Learning
4. With guidance and support, describe familiar people, places, things, and events.	2, 414, 720, 746	25, 35-35, 60-66, 87-88
5. No developmentally appropriate standard.	NA	NA

Presentation of Knowledge and Ideas continued		
6. With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and needs clearly.	24, 124, 296, 414, 436, 796	25, 35-35, 60-66, 87-88

LANGUAGE STANDARDS (Three-year-old children)

Conventions of Standard English	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, demonstrate age appropriate Standard English.	2, 82, 208, 296	25, 35-35, 60-66, 87-88
a. Ask and answer questions.	24, 82, 124, 296	25, 35-35, 60-66, 87-88
b. Use simple prepositions (e.g., <i>in, out, on, off</i>).	252, 320, 674	25, 35-35, 60-66, 87-88
c. Use proper words instead of slang or baby talk.	124, 208, 230, 320	25, 35-35, 60-66, 87-88
2. No developmentally appropriate standard.	NA	NA
Knowledge of Language	LED Preschool Curriculum	LED Foundations of Learning
3. No developmentally appropriate standard.	NA	NA
Vocabulary Acquisition and Use	LED Preschool Curriculum	LED Foundations of Learning
4. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.	2, 62	25, 35-35, 60-66, 87-88
5. With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	2, 104, 124, 144, 164, 230, 628, 698	25, 35-35, 60-66, 87-88
6. With guidance and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.	186, 208, 482, 506	25, 35-35, 60-66, 87-88

MATHEMATICS (Three-year-old children)

COUNTING AND CARDINALITY DOMAIN		
Know number names and the count sequence.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, recite numbers 1 to 5 or beyond from memory.	Unit 9: 163-184, 44, 164, 230, 628, 650	25, 67-78
2. With guidance and support, attempt to write a combination of written representations (e.g., scribbling or drawing).	24, 230, 320, 436	25, 67-78
Count to tell the number of objects.	LED Preschool Curriculum	LED Foundations of Learning
3. With guidance and support, attempt to count concrete objects and actions up to 3.	82, 164, 230	25, 67-78
Compare numbers.	LED Preschool Curriculum	LED Foundations of Learning
4. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different.	164, 230, 320, 746	25, 67-78

OPERATIONS AND ALGEBRAIC THINKING DOMAIN		
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	164, 320	25, 67-78
2. With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping, and patting).	2, 186, 230, 436, 578, 770	25, 67-78

MEASUREMENT AND DATA DOMAIN		
Describe and compare measurable attributes.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, experiment with measurable attributes of everyday objects (e.g., <i>big, little, tall, short, full, empty, heavy, light</i>).	Unit 8: 143-162, 24, 144, 296, 342, 414, 482, 506, 526	25, 67-78

Describe and compare measurable attributes, continued		
2. With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., <i>big, bigger, long, longer, tall, taller, short, shorter</i>).	Unit 8: 143-162, 144, 230, 296, 342, 414, 482, 506, 526	25, 67-78
Classify objects and count the number of objects in each category.	LED Preschool Curriculum	LED Foundations of Learning
3. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	Unit 8: 143-162, 24, 104, 124, 144, 296, 342, 414, 506, 526	25, 67-78

GEOMETRY DOMAIN		
Explore, identify, and describe shapes (squares, circles, rectangles).	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, correctly name circles, squares, and triangles.	Unit 7: 123-142, 124, 186, 208, 506	25, 67-78
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).	Unit 7: 123-142, 124, 208, 174, 506, 698	25, 67-78
Analyze, compare, create, and compose shapes.	LED Preschool Curriculum	LED Foundations of Learning
3. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).	Unit 7: 123-142, 124, 208	25, 67-78

APPROACHES TO LEARNING (Three-year-old children)

PLAY DOMAIN		
Engage in play.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	Unit 5: 81-102, Unit 12: 229-250,	32-35, 84-85

<i>Engage in play, continued</i>		
2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	Unit 5: 81-102, Unit 12: 229-250,	6, 32-35, 84-85
3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	Unit 5: 81-102, Unit 12: 229-250,	32-35, 84-85
4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	Unit 5: 81-102, Unit 12: 229-250,	32-35, 84-85

CURIOSITY AND INITIATIVE DOMAIN		
Demonstrate curiosity and initiative.	LED Preschool Curriculum	LED Foundations of Learning
1. Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	Unit 12: 229-251, 2, 24, 578, 628	6, 18-21, 84-85
2. Begin to ask questions to seek new information.	Unit 12: 229-251, 124	6, 18-21, 84-85
3. Demonstrate an increasing ability to make independent choices.	Unit 12: 229-251, 208, 392, 628	6, 18-21, 84-85
4. With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	Unit 12: 229-251,	6, 18-21, 84-85

PERSISTENCE AND ATTENTIVENESS DOMAIN		
Demonstrate persistence and attentiveness.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, follow through to complete a task or activity.	62, 144, 342, 796	6, 18-21, 29-30
2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	62, 144, 342, 796	6, 18-21, 29-30
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).	124, 164, 274, 392	6, 18-21, 29-30

PROBLEM-SOLVING SKILLS DOMAIN		
Demonstrate problem-solving skills.	LED Preschool Curriculum	LED Foundations of Learning
1. Identify a problem or ask a question.	2, 62, 82, 104, 602	6, 18-21, 29-30
2. Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).	24, 144, 164, 274, 296, 550	6, 18-21, 29-30
3. With guidance and support apply prior learning and experiences to build new knowledge.	24, 506, 578, 628, 720, 770, 796	6, 18-21, 29-30

SOCIAL AND EMOTIONAL DEVELOPMENT STANDARD (Three-year-old children)

SOCIAL DEVELOPMENT DOMAIN		
Build and maintain relationships with others.	LED Preschool Curriculum	LED Foundations of Learning
1. Interact appropriately with familiar adults.	8, 458	25, 28-31
a. With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.	8, 50	25, 28-31
b. With guidance and support, engage with a variety of familiar adults.	5, 8, 296	25, 28-31
2. Interact appropriately with other children.	24, 50	25, 28-31
a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	81, 82, 92, 95	25, 28-31
b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	81, 82, 92, 95	25, 28-31
c. With guidance and support, ask permission to use materials belonging to someone else.	11, 81, 85, 92, 95	25, 28-31
d. Acknowledge needs and rights of others (e.g., "It's your turn on the swing.").	14, 92, 98, 392	25, 28-31

<i>Build and maintain relationships with others, continued</i>		
3. Express empathy and care for others.	88, 230	25, 28-31
a. With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	2, 92, 436, 674	25, 28-31
b. Begin to offer and accept encouraging and courteous words to demonstrate kindness.	2, 92, 436, 674	25, 28-31
c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., “You seem sad.”).	2, 92, 436, 674	25, 28-31
Work productively toward common goals and activities.	LED Preschool Curriculum	LED Foundations of Learning
4. Participate successfully as a member of a group.	Unit 5: 81-102, 11, 24, 82, 88, 124, 164, 252, 274, 674	25, 28-31
a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	24, 230	25, 28-31
b. With guidance and support, sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	24, 124, 320, 506, 526	25, 28-31
c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	2, 5, 14, 252	25, 28-31
5. Join ongoing activities in acceptable ways.	24, 124	25, 28-31
a. Begin to express to others a desire to play (e.g., “I want to play.”).	24, 124	25, 28-31
b. With guidance and support, lead and follow.	24, 124	25, 28-31
c. With guidance and support, move into group with ease.	24, 124	25, 28-31
6. Resolve conflicts with others.	274,320,506	25, 28-31
a. With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”).	124, 252	25, 28-31
b. With guidance and support, use courteous words and actions (e.g., “Please give me the book.” “I’m sorry I stepped on your mat.”).	124, 252	25, 28-31

EMOTIONAL DEVELOPMENT DOMAIN		
Demonstrate awareness of self and capabilities.	LED Preschool Curriculum	LED Foundations of Learning
1. Demonstrate trust in self.	5, 14, 23, 30, 36, 82	25, 28-31
a. Begin to make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").	24, 44, 82, 104, 230, 414, 796	25, 28-31
b. Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").	2, 24, 296, 342, 436	25, 28-31
2. Develop personal preferences.	24, 124	25, 28-31
a. Begin to express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." "I want ...").	14, 33	25, 28-31
b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	14, 208, 342, 392, 578, 628, 796	25, 28-31
3. Show flexibility, inventiveness, and interest in solving problems.	33, 164, 186, 208	25, 28-31
a. With guidance and support, make alternative choices (e.g., move to another area when a center is full).	14, 44	25, 28-31
b. With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	98, 144, 164, 274, 342, 526, 578, 628, 698	25, 28-31
4. Knows personal information.	24, 27	25, 28-31
a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	24, 27	25, 28-31
b. Begin to refer to self by first name.	Unit 2:23-24, Unit 5: 81-102	25, 28-31
c. With guidance and support, know parents'/guardians' names.	Unit 2:23-24	25, 28-31

Recognize and adapt expressions, behaviors, and actions.	LED Preschool Curriculum	LED Foundations of Learning
5. Show impulse control with body and actions.	392, 414	25, 28-31, 36-40, 88-89
a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).	392, 414	25, 28-31, 36-40, 88-89
b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	392, 414	25, 28-31, 36-40, 88-89
c. With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).	2, 5, 770	25, 28-31, 36-40, 88-89
6. Manage emotions.	24, 44, 104, 144, 208	25, 28-31, 36-40, 88-89
a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	24, 44, 104, 144, 208	25, 28-31, 36-40, 88-89
b. With guidance and support, recognize emotions (e.g., “I am really mad.”).	24, 44, 104, 144, 208	25, 28-31, 36-40, 88-89
c. With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).	24, 44, 104, 144, 208	25, 28-31, 36-40, 88-89
d. With guidance and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	24, 44, 104, 144, 208	25, 28-31, 36-40, 88-89
7. Follow procedures and routines with teacher support.	2, 5, 14, 770	25, 28-31, 36-40, 88-89
a. Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).	2, 770	25, 28-31, 36-40, 88-89
b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	124, 342	25, 28-31, 36-40, 88-89
c. Begin to take turns and to share information with others (e.g., interact during group time).	252, 628, 650, 674, 770	25, 28-31, 36-40, 88-89
8. Demonstrate flexibility in adapting to different environments.	2, 230,275	25, 28-31, 36-40, 88-89
a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).	2, 24, 230, 342, 436	25, 28-31, 36-40, 88-89
b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.	2,274,320,506, 770	25, 28-31, 36-40, 88-89

SCIENTIFIC STANDARDS (Three-year-old children)

SCIENTIFIC METHOD AND INQUIRY DOMAIN		
Engage in simple investigations.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).	Unit 4: 61-80, Unit 22: 457-480,	25, 67-78
2. With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects.	Unit 4: 61-80, Unit 22: 457-480,24, 82, 164, 436	25, 67-78
3. With guidance and support, use a variety of simple tools to make investigations.	Unit 4: 61-80, Unit 22: 457-480,274, 296, 674, 720	25, 67-78
4. With guidance and support, work collaboratively with others.	Unit 4: 61-80, Unit 22: 457-480,	25, 67-78
Use the five senses to explore and investigate the environment.	LED Preschool Curriculum	LED Foundations of Learning
5. With guidance and support, identify the body parts associated with the use of each of the five senses.	Unit 4: 61-80, Unit 22: 457-480,	25, 67-78

PHYSICAL SCIENCE DOMAIN		
Develop awareness of observable properties of objects and materials.	LED Preschool Curriculum	LED Foundations of Learning
1. Begin to manipulate and explore a wide variety of objects and materials.	Unit 22: 457-480	25, 67-78
2. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).	Unit 22: 457-480, 82, 124, 164, 436	25, 67-78
3. With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	Unit 22: 457-480,	25, 67-78

LIFE SCIENCE DOMAIN		
Develop an awareness of living things.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).	Unit 24: 505-524, Unit 26: 549-576, Unit 27: 577-600, Units 32 – 36: 697-819, 124, 550, 796	25, 67-78
2. With guidance and support, describe individual characteristics of self, other living things and people.	Unit 24: 505-524, Unit 26: 549-576, Unit 27: 577-600, Units 32 – 36: 697-819, 796	25, 67-78

EARTH SCIENCE DOMAIN		
Develop an awareness of earth science and space.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).	Units 23-25: 481-548, Units 29-31: 627-672, 625, 650	25, 67-78
2. Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).	Units 23-25: 481-548, Units 29-31: 627-672, 650	25, 67-78
3. With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).	Units 23-25: 481-548, Units 29-31: 627-672,	25, 67-78

TECHNOLOGY DOMAIN		
Identify and explore a variety of technology tools.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).	Unit 8: 143-162, Unit 22: 457-480	25, 67-78

PHYSICAL DEVELOPMNET STANDARDS (Three-year-old children)

GROSS MOTOR SKILLS DOMAIN		
Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.	LED Preschool Curriculum	LED Foundations of Learning
1. Identify body parts (e.g., knee, foot, arm).	Unit 13: 251-272, 24, 62,	25, 86
2. With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).	Unit 13: 251-272, 24, 164, 698	25, 86
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	LED Preschool Curriculum	LED Foundations of Learning
3. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	Unit 13: 251-272,	25, 86
4. With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	Unit 13: 251-272,	25, 86
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).	Unit 13: 251-272, 44, 124, 144, 252	25, 86
Participate in physical activity for self-expression and/or social interaction.	LED Preschool Curriculum	LED Foundations of Learning
6. With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.	Unit 13: 251-272,	25, 86

FINE MOTOR DOMAIN		
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	LED Preschool Curriculum	LED Foundations of Learning
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).	24, 82, 526, 674	25, 86

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	LED Preschool Curriculum	LED Foundations of Learning
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).	24, 82, 526, 674	25, 86
3. With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	24, 82, 526, 674	25, 86
Participate in fine motor activity for self-expression and/or social interaction.	LED Preschool Curriculum	LED Foundations of Learning
4. With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play)	24, 124, 144, 164, 186, 230	25, 86
5. With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).	186, 275, 482, 506	25, 86

SELF-CARE, HEALTH, AND SAFETY SKILLS DOMAIN		
Demonstrate an awareness and practice of safety rules.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	Unit 17: 341-364,	25
2. With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	Unit 17: 341-364,	25
3. With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	Unit 17: 341-364,	25
Demonstrate an emerging use of standard health practices.	LED Preschool Curriculum	LED Foundations of Learning
4. With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	Unit 17: 341-364, Unit 28: 601-626	25
5. With guidance and support, participate in a variety of physical activities.	Unit 17: 341-364, Unit 28: 601-626	25
6. With guidance and support, identify nutritious foods.	Unit 17: 341-364, Unit 28: 601-626	25

CREATIVE EXPRESSION STANDARDS (Three-year-old children)

MUSIC DOMAIN		
Participate in music-related activities.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects.	Unit 10: 185-206, 2, 24, 82, 320, 392,	9
2. Begin to sing a variety of short songs.	Unit 10: 185-206, 124, 186, 320, 392	9
3. With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions).	Unit 10: 185-206, 82, 186	9
4. With guidance and support, identify fast and slow tempos.	Unit 10: 185-206, 392	9
5. With guidance and support, recognize a wide variety of sounds.	Unit 10: 185-206	9

DANCE AND MOVEMENT DOMAIN		
Demonstrate understanding through the use of music.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, create simple movements (e.g., twirl, turn around, shake).	Unit 10: 185-206, 44, 124, 208	9
2. With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).	Unit 10: 185-206	9

THEATRE AND DRAMATIC PLAY DOMAIN		
Engage in spontaneous dramatic play throughout the day in a variety of centers.	LED Preschool Curriculum	LED Foundations of Learning
1. Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	Unit 12: 229-250, 164, 296	9
2. With guidance and support, use available materials as either realistic or symbolic props.	Unit 12: 229-250, 164, 296, 414	9

<i>Engage in spontaneous dramatic play throughout the day in a variety of centers, continued</i>		
3. With guidance and support, make up new roles from experiences and/or familiar stories	Unit 12: 229-250, 230, 342, 436	9
4. With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.	Unit 12: 229-250,	9

VISUAL ARTS DOMAIN		
Create visual art.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	Unit 11: 207 -282, 24, 104	9
2. With guidance and support, create artwork that reflects an, idea, theme, or story	Unit 11: 207 -282, 366	9
3. With guidance and support, describe own art work.	Unit 11: 207 -282,	9

SOCIAL STUDIES STANDARDS

FAMILY AND COMMUNITY DOMAIN		
Understand self in relation to the family and the community.	LED Preschool Curriculum	LED Foundations of Learning
1. Begin to identify self as a member of a family, the learning community, and local community.	Unit 18: 365 -385, 2, 24, 44, 82, 366	9
2. With guidance and support, identify similarities and differences in people.	Unit 18: 365 -385, 24, 44, 124, 366	9
3. With guidance and support, describe some family traditions.	Unit 18: 365 -385, 24, 124, 366	9
4. With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.	Unit 18: 365 -385, 2, 24, 44, 104, 124, 366	9

Understand the concept of individual rights and responsibilities.	LED Preschool Curriculum	LED Foundations of Learning
5. With guidance and support, demonstrate responsible behavior related to daily routines.	Unit 18: 365 -385,	9
6. With guidance and support, explain some rules in the home and in the classroom.	Unit 18: 365 -385,	9
a. Identify some rules for different settings.	Unit 18: 365 -385,	9
b. Identify appropriate choices to promote positive interactions.	Unit 18: 365 -385, 414	9
7. With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	Unit 18: 365 -385, 62, 274, 296, 342, 392, 458, 578	9
8. With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).	Unit 18: 365 -385, 44	9
9. With guidance and support, describe a simple sequence of familiar events.	Unit 18: 365 -385,	9

OUR WORLD DOMAIN		
Understand the importance of people, resources, and the environment.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, treat classroom materials and belongings of others with care.	Unit 23:481 -504,	9
2. With guidance and support, identify location and some physical features of familiar places in the environment.	Unit 23:481 -504, 164, 392	9
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).	Unit 23:481 -504, 144	9
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.	Unit 23:481 -504,	9
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).	Unit 23:481 -504, 414, 482, 506, 650	9

HISTORY AND EVENTS DOMAIN		
Understand events that happened in the past.	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, describe a simple series of familiar events.	Unit 21: 435-456, 230, 392, 436, 628	9
2. With guidance and support, begin to understand events that happened in the past.	392, 436, 628, 674	9