



LEARN EVERY DAY PRESCHOOL CURRICULUM CORRELATION

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD-CHILDREN:

READING STANDARDS FOR LITERATURE (Four-year-old children)

Key Ideas and Details	LED Preschool Curriculum	LED Foundations of Learning
1. With prompting 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 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).	82, 230, 275, 602	25, 34-35, 60-66
3. With prompting and support, identify some characters, settings, and/or major events in a story.	124, 164, 252	25, 34-35, 60-66
Craft and Structure	LED Preschool Curriculum	LED Foundations of Learning
4. Exhibit curiosity and interest in learning words in print.	82, 124, 208, 392, 628	25, 34-35, 60-66
a. Develop new vocabulary from stories	2, 44, 62, 124, 164, 186, 230, 252, 506	25, 34-35, 60-66
b. Identify environmental print (e.g., word wall, class dictation).	124, 164, 252, 320	25, 34-35, 60-66
5. With prompting and support, interact with common types of texts (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 prompting and support, identify the role of the author and illustrator.		25, 34-35, 60-66

Integration of Knowledge and Ideas	LED Preschool Curriculum	LED Foundations of Learning
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).	275, 296	25, 34-35, 60-66
8. (Not appropriate for literature as indicated in the CCSS for ELA)	NA	NA
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).	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. 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).	186, 275, 482, 770	25, 34-35, 60-66

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

Key Ideas and Details	LED Preschool Curriculum	LED Foundations of Learning
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).	24, 62, 124	25, 34-35, 60-66
2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	82, 230, 275, 602	25, 34-35, 60-66
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).	2, 233, 236, 240, 243	25, 34-35, 60-66
Craft and Structure	LED Preschool Curriculum	LED Foundations of Learning
4. Exhibit curiosity and interest about words in a variety of informational texts.	82, 124, 208, 392, 628	25, 34-35, 60-66
5. With prompting and support, identify the front cover, back cover, and title page of a book.	144, 230, 414	25, 34-35, 60-66
6. With prompting and support, identify the role of the author and illustrator in informational text.		25, 34-35, 60-66

Integration of Knowledge and Ideas	LED Preschool Curriculum	LED Foundations of Learning
7. With prompting and support, make connections between self and text and/or information and text.	275, 296	25, 34-35, 60-66
8. With prompting and support, explore the purpose of the informational text as it relates to self.	230, 436, 458, 550	25, 34-35, 60-66
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	44, 104, 230, 392, 458, 550	25, 34-35, 60-66
Range of Reading and Level of Text Complexity	LED Preschool Curriculum	LED Foundations of Learning
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).	186, 275, 482, 770, 796	25, 34-35, 60-66

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

Print Concepts	LED Preschool Curriculum	LED Foundations of Learning
1. With prompting and support, demonstrate understanding of conventions of print.	44, 252	25, 34-35, 60-66
a. Recognize an association between spoken and written words.	2, 82	25, 34-35, 60-66
b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	2, 44, 82	25, 34-35, 60-66
c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	2, 44, 252	25, 34-35, 60-66
d. Differentiate letters from numbers.	164, 252, 506	25, 34-35, 60-66
e. Recognize words as a unit of print and understand that letters are grouped to form words.	2, 208, 252, 506	25, 34-35, 60-66
f. Understand that print moves from left to right, top to bottom, and page by page.	2, 144, 414, 796	25, 34-35, 60-66
g. Understand that words are separated by spaces in print.	2, 436	25, 34-35, 60-66

Phonological Awareness	LED Preschool Curriculum	LED Foundations of Learning
2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.	186, 252, 275, 482, 506	25, 34-35, 60-66
a. Engage in language 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, 275, 320, 482, 650, 698, 770	25, 34-35, 60-66
c. Demonstrate awareness of the relationship between sounds and letters.	2, 44, 506	25, 34-35, 60-66
d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	186, 252, 578	25, 34-35, 60-66
e. With prompting and support, isolate and pronounce the initial sounds in words.	252, 506	25, 34-35, 60-66
f. Demonstrate an awareness of ending sounds in words.	252, 506	25, 34-35, 60-66
3. With prompting and support, demonstrate emergent phonics and word analysis skills.	252, 506	25, 34-35, 60-66
a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	2, 44, 506	25, 34-35, 60-66
b. Recognize own name, environmental print, and some common high-frequency sight words.	124, 274, 275, 320, 482, 526	25, 34-35, 60-66
Fluency	LED Preschool Curriculum	LED Foundations of Learning
4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	230, 414	25, 34-35, 60-66

WRITING STANDARDS (Four-year-old children)

Text Types and Purposes	LED Preschool Curriculum	LED Foundations of Learning
1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.	24, 230, 320, 414, 436, 650	25, 34-35, 57-59
a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.	24, 230, 320, 414	25, 34-35, 57-59

<i>Text types and purposes, continued</i>		
b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.	24, 230, 320, 414	25, 34-35, 57-59
c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	24, 230, 320, 414	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. 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.	24, 414, 436	25, 34-35, 57-59
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.	24, 230, 320, 414, 436	25, 34-35, 57-59
Research to Build and Present Knowledge	LED Preschool Curriculum	LED Foundations of Learning
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.	230, 320, 436, 650	25, 34-35, 57-59
8. With prompting and support, recall information from experiences to answer questions.	230, 526	25, 34-35, 57-59
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 (Four-year-old children)

Comprehension and Collaboration	LED Preschool Curriculum	LED Foundations of Learning
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.	24, 62, 124, 296, 414, 436	25, 60-66, 87-88
a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).	24, 62, 124, 296, 414, 436	25, 60-66, 87-88
b. Engage in extended conversations.	24, 144, 208, 230, 628, 720	25, 60-66, 87-88
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.	2, 24, 62, 82, 104, 124, 164, 208, 296	25, 60-66, 87-88
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	82, 124, 342	25, 60-66, 87-88
Presentation of Knowledge and Ideas	LED Preschool Curriculum	LED Foundations of Learning
4. With prompting and support, describe familiar people, places, things, and events.	2, 414, 720, 746	25, 60-66, 87-88
5. With prompting and support, add drawings or other visual displays to descriptions.	82, 144, 208, 414	25, 60-66, 87-88
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.	24, 124, 296, 414, 436, 796	25, 60-66, 87-88

LANGUAGE STANDARDS (Four-year-old children)

Conventions of Standard English	LED Preschool Curriculum	LED Foundations of Learning
1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage <i>when speaking</i> .	2, 82, 208, 296	25, 34-35, 43-56, 60-66, 87-88
a. Use frequently occurring nouns and verbs.	124, 144, 164, 230, 698	25, 34-35, 43-56, 60-66, 87-88
b. Form regular plural nouns by adding /s/ or /es/ (e.g., <i>dog, dogs; dish, dishes</i>).	124, 144, 164, 230, 698	25, 34-35, 43-56, 60-66, 87-88

Conventions of Standard English, continued		
c. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	124, 144, 164, 230, 698	25, 34-35, 43-56, 60-66, 87-88
d. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>).	252, 320, 674	25, 34-35, 43-56, 60-66, 87-88
e. Produce and expand complete sentences in shared language activities.	124, 144, 208, 230, 698	25, 34-35, 43-56, 60-66, 87-88
2. With prompting and support, demonstrate awareness of the conventions of standard English.	124, 144	25, 34-35, 43-56, 60-66, 87-88
a. Write first name, capitalizing the first letter.	144, 320, 506	25, 34-35, 43-56, 60-66, 87-88
b. Attempt to write a letter or letters to represent a word.	24, 230, 252, 320, 414, 436, 482, 526, 650, 674, 720	25, 34-35, 43-56, 60-66, 87-88
c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.	230, 252, 320, 436, 482, 650, 674, 720	25, 34-35, 43-56, 60-66, 87-88
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 prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	2, 62, 482	25, 34-35, 43-56, 60-66, 87-88
a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	124, 230, 698	25, 34-35, 43-56, 60-66, 87-88
5. With guidance and support, explore word relationships and word meanings.	482, 506	25, 34-35, 43-56, 60-66, 87-88
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	2, 104, 124, 144, 164, 506	25, 34-35, 43-56, 60-66, 87-88
b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., <i>run, walk; fast, slow; soft, hard</i>).	44, 124, 230, 506, 628, 668	25, 34-35, 43-56, 60-66, 87-88
c. Identify real-life connections between words and their use (e.g., find examples of things that are <i>smooth, rough</i>).	24, 44, 62, 124, 230, 506, 698	25, 34-35, 43-56, 60-66, 87-88

<i>Vocabulary acquisition and use, continued</i>		
d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	44, 124, 230, 506, 628, 698	25, 34-35, 43-56, 60-66, 87-88
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.	186, 208, 482, 506	25, 34-35, 43-56, 60-66, 87-88

MATHEMATICS (Four-year-old children)

COUNTING AND CARDINALITY DOMAIN		
Know number names and the count sequence.	LED Preschool Curriculum	LED Foundations of Learning
1. With prompting and support, recite numbers 1 to 30 in the correct order.	Unit 9: 163-184, 44, 164, 230, 628, 650	25, 67-78
2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.	Unit 9: 163-184, 44, 164, 230, 628, 650	25, 67-78
Count to tell the number of objects.	LED Preschool Curriculum	LED Foundations of Learning
3. With guidance and support, understand the relationship between numerals and quantities.	82, 164, 230	25, 67-78
a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.	44, 82	25, 67-78
b. Match quantities and numerals 0 – 5.	44, 82	25, 67-78
4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.	44, 82	25, 67-78
a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.	44, 82	25, 67-78

Compare numbers.	LED Preschool Curriculum	LED Foundations of Learning
5. Use comparative language (e.g., <i>more than</i> , <i>less than</i> , <i>equal to</i> , <i>same</i> , and <i>different</i>) to compare objects, using developmentally appropriate pre-kindergarten materials.	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 adding and subtracting by using developmentally appropriate pre-kindergarten materials.	164, 320	25, 67-78
2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	164, 320	25, 67-78
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.	2, 186, 230, 436, 578, 770	25, 67-78
a. Duplicate and extend simple patterns using concrete objects.	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, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., <i>small</i> , <i>big</i> , <i>short</i> , <i>tall</i> , <i>empty</i> , <i>full</i> , <i>heavy</i> , <i>light</i>).	Unit 8: 143-162, 24, 144, 296, 342, 414, 482, 506, 526	25, 67-7825
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger</i> , <i>longer</i> , <i>taller</i> , <i>heavier</i> , <i>same weight</i> , <i>same amount</i>).	144, 482, 650	25, 67-78
a. Use nonstandard units of measurement.	275, 674	25, 67-78
b. Explore standard tools of measurement.	275, 674	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, or classify objects (e.g., color, size, length, height, weight, area, temperature).	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, hexagons, cubes, cones, cylinders, and spheres).	LED Preschool Curriculum	LED Foundations of Learning
1. With guidance and support, correctly name shapes.	Unit 7: 123-142, 124, 186, 208, 506	25, 67-78
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	Unit 7: 123-142, 124, 208, 174, 506, 698	25, 67-78
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	Unit 7: 123-142, 130, 133, 136, 139	25, 67-78
Analyze, compare, create, and compose shapes.	LED Preschool Curriculum	LED Foundations of Learning
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).	Unit 7: 123-142,	25, 67-78
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).	Unit 7: 123-142,	25, 67-78

APPROACHES TO LEARNING (Four-year-old children)

PLAY DOMAIN		
Engage in play.	LED Preschool Curriculum	LED Foundations of Learning
1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	Unit 5: 81-102, Unit 12: 229-250, 186	32-35, 84-85

<i>Engage in play, continued</i>		
2. 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. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	Unit 5: 81-102, Unit 12: 229-250,	32-35, 84-85
4. Demonstrate active engagement in play.	Unit 5: 81-102, Unit 12: 229-250,2	32-35, 84-85

CURIOSITY AND INITIATIVE DOMAIN		
Demonstrate curiosity and initiative.	LED Preschool Curriculum	LED Foundations of Learning
1. Demonstrate 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. Ask questions to seek new information.	Unit 12: 229-251, 124	6, 18-21, 84-85
3. Make independent choices.	Unit 12: 229-251, 208, 392, 628	6, 18-21, 84-85
4. 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. Follow through to complete a task or activity.	62, 144, 342, 796	6, 18-21, 29-30
2. Demonstrate the ability to remain engaged in an activity or experience.	62, 144, 342, 796	6, 18-21, 29-30
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).	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. Use a variety of strategies to solve a problem, reach a goal, or answer a question.	24, 144, 164, 274, 296, 550	6, 18-21, 29-30
3. 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 (Four-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. Communicate to seek out help with difficult task, to find comfort, and to obtain security.	8, 50	25, 28-31
b. Engage with a variety of familiar adults for a specific purpose.	5, 8, 296	25, 28-31
2. Interact appropriately with other children.	24, 50	25, 28-31
a. 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. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	11, 81, 85, 92, 95	25, 28-31
c. Ask permission to use items or materials of others.	14, 92, 98, 392	25, 28-31
d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").	88, 230	25, 28-31

<i>Build and maintain relationships with others, continued</i>		
3. Express empathy and care for others.	2, 92, 436, 674	25, 28-31
a. 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. Offer and accept encouraging and courteous words to demonstrate kindness.	2, 92, 436, 674	25, 28-31
c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "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 prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	24, 230	25, 28-31
b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	24, 124, 320, 506, 526	25, 28-31
c. 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. Express to others a desire to play (e.g., say, "I want to play.").	24, 124	25, 28-31
b. Lead and follow.	24, 124	25, 28-31
c. Move into group with ease.	24, 124	25, 28-31
6. Resolve conflicts with others.	274,320,506	25, 28-31
a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.").	124, 252	25, 28-31
b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.").	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. 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. 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. Express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." I want ...").	14, 33	25, 28-31
b. 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. Make alternative choices (e.g., move to another area when a center is full).	14, 44	25, 28-31
b. Persist and 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. Know personal information.	24, 27	25, 28-31
a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	24, 27	25, 28-31
b. Refer to self by first and last name.	Unit 2:23-24, Unit 5: 81-102	25, 28-31
c. 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. Control 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. 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. Transition appropriately within environments with ease (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 prompting 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 prompting and support, recognize emotions (e.g., “I am really mad.”).	24, 44, 104, 144, 208	25, 28-31, 36-40, 88-89
c. With prompting 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 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.”).	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. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	2, 770	25, 28-31, 36-40, 88-89
b. Use materials with care and safety (e.g., use scissors to cut paper).	124, 342	25, 28-31, 36-40, 88-89
c. Take turns sharing 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. 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. 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 (Four-year-old children)

SCIENTIFIC METHOD AND INQUIRY DOMAIN		
Engage in simple investigations.	LED Preschool Curriculum	LED Foundations of Learning
1. Make observations, make predictions, and ask questions about natural occurrences or events.	Unit 4: 61-80, Unit 22: 457-480, 2	25, 67-78
2. Describe, compare, sort and classify, and order objects.	Unit 4: 61-80, Unit 22: 457-480, 24, 82, 164, 436	25, 67-78
3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).	Unit 4: 61-80, Unit 22: 457-480, 274, 296, 674, 720	25, 67-78
4. Explore materials, objects, and events and notice cause and effect.	Unit 4: 61-80, Unit 22: 457-480,	25, 67-78
5. Describe and communicate observations, results, and ideas.	Unit 4: 61-80, Unit 22: 457-480,	25, 67-78
6. 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
7. Name and 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
8. Describe similarities and differences in the environment using 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. Manipulate and explore a wide variety of objects and materials.	Unit 22: 457-480,	25, 67-78

<i>Develop awareness of observable properties of objects and materials, continued</i>		
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	Unit 22: 457-480, 82, 124, 164, 436	25, 67-78
3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	Unit 22: 457-480,	25, 67-78
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	Unit 22: 457-480,	25, 67-78

LIFE SCIENCE DOMAIN		
Acquire scientific knowledge related to life science.	LED Preschool Curriculum	LED Foundations of Learning
1. Name, describe, and distinguish plants, animals, and people by observable characteristics.	Unit 4:61-80, Unit 22:457-480, Unit 24: 505-525, Unit 26: 549-576, Unit 27:577-600	25, 67-78
2. Describe plant, animal, and human life cycles.	Unit 4:61-80, Unit 22:457-480, Unit 24: 505-525	25, 67-78
3. Describe the needs of living things.	Unit 4:61-80, Unit 22:457-480, Unit 24: 505-525,	25, 67-78
4. Compare and contrast characteristics of living and nonliving things.	Unit 4:61-80, Unit 22:457-480, Unit 24: 505-525,	25, 67-78

EARTH SCIENCE DOMAIN		
Apply scientific knowledge related to earth science and space.	LED Preschool Curriculum	LED Foundations of Learning
1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	Units 23-25: 481-548, Units 29-31: 627-672, 625, 650	25, 67-78
2. Identify characteristics of the clouds, sun, moon, and stars.	Units 23-25: 481-548, Units 29-31: 627-672, 650	25, 67-78
3. Collect, sort, identify, and describe natural 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. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	Unit 8: 143-162, Unit 22: 449, 457-480	25, 67-78
2. Use technology tools to gather and/or communicate information.	Unit 8: 143-162, Unit 22: 449, 457-480	25, 67-78
3. With prompting and support, invent and construct simple objects or structures using technology tools.	Unit 8: 143-162, Unit 22: 449, 457-480	25, 67-78

PHYSICAL DEVELOPMNET STANDARDS (Four-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 and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	Unit 13: 251-272, 24, 62,	25, 86

<i>Demonstrate understanding of gross motor concepts as they apply to the learning, development, & performance of physical activities, continued</i>		
2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, 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 prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	Unit 13: 251-272, 24,	25, 86
4. Use various types of equipment (e.g., playground equipment, tricycles, slides).	Unit 13: 251-272,	25, 86
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).	Unit 13: 251-272, 44, 124, 144, 252	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 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).	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. 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).	24, 82, 526, 674	25, 86
3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	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 prompting 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 prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).	186, 275, 482, 506	25, 86

Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.	LED Preschool Curriculum	LED Foundations of Learning
6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	2, 62, 144	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 prompting and support, identify safety rules (e.g., classroom, home, community).	Unit 17: 341-364, 2, 63, 124, 144, 320, 342, 482, 628, 746	25
2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	Unit 17: 341-364, 2, 63, 124, 144, 320, 482, 628, 746	25
3. With prompting 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 (developing) use of standard health practices.	LED Preschool Curriculum	LED Foundations of Learning
4. With prompting 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, 2	25
5. With prompting and support, participate in a variety of physical activities.	Unit 17: 341-364, Unit 28: 601-626, 2	25
6. With prompting and support, identify nutritious foods.	Unit 17: 341-364, Unit 28: 601-626, 2	25

CREATIVE EXPRESSION STANDARDS (Four-year-old children)

MUSIC DOMAIN		
Participate in music-related activities.	LED Preschool Curriculum	LED Foundations of Learning
1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	Unit 10: 185-206, 2, 24, 82, 320, 392,	9

<i>Participate in music-related activities, continued</i>		
2. Sing a variety of short songs.	Unit 10: 185-206, 124, 186, 320, 392	9
3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).	Unit 10: 185-206, 82, 186	9
4. With prompting and support, identify fast and slow tempos and simple elements of music.	Unit 10: 185-206, 392	9
5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.	Unit 10: 185-206,	9

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

THEATRE AND DRAMATIC PLAY DOMAIN		
Engage in dramatic play throughout the day in a variety of centers..	LED Preschool Curriculum	LED Foundations of Learning
1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	Unit 12: 229-250, 164, 296	9
2. Use available materials as either realistic or symbolic props.	Unit 12: 229-250, 164, 296, 414	9
3. Make up new roles from experiences and/or familiar stories.	Unit 12: 229-250, 230, 342, 436	9
4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.	Unit 12: 229-250,	9

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

SOCIAL STUDIES STANDARD (Four-year-old children)

FAMILY AND COMMUNITY DOMAIN		
Understand self in relation to the family and the community.	LED Preschool Curriculum	LED Foundations of Learning
1. 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 prompting and support, identify similarities and differences in people.	Unit 18: 365 -385, 24, 44, 124, 366	9
3. With prompting and support, describe some family traditions.	Unit 18: 365 -385, 24, 124, 366	9
4. 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 prompting and support, demonstrate responsible behavior related to daily routines.	Unit 18: 365 -385,	9
6. With prompting 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

<i>Understand the concept of individual rights and responsibilities, continued</i>		
7. With prompting 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 prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsible).	Unit 18: 365 -385, 44	9
9. With prompting 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. Treat classroom materials and the belongings of others with care.	Unit 23:481 -504,	9
2. With prompting and support, identify location and some physical features of familiar places in the environment.	Unit 23:481 -504, 164, 392	9
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).	Unit 23:481 -504, 144	9
4. 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. Demonstrate an understanding of 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 prompting and support, describe a simple series of familiar events.	Unit 21: 435-456, 230, 392, 436, 628	9
2. Recognize events that happened in the past.	392, 436, 628, 674	9