

Mississippi Department of Education
Early Learning Standards for Classrooms Serving
Infants through Four-Year-Old Children

Correlated to

BRIGANCE® Early Childhood Screens III

August 2020

Curriculum Associates

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Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children
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MISSISSIPPI EARLY LEARNING STANDARDS for INFANTS AND TODDLERS		0-35 Months Assessments
APPROACHES TO LEARNING Standards		
EMOTIONAL AND BEHAVIORAL SELF-REGULATION		
AL.EB.IT.1a Birth-9 mos.	Interacts with familiar adults for calming and comfort, to focus attention and to share joy.	6A Social and Emotional Skills
AL.EB.IT.1b 8-18 mos.	Seeks to be close to familiar adults for help with strong emotions by physical or eye contact.	11B Social and Emotional Skills
AL.EB.IT.1c 16-36 mos.	Uses various strategies to help manage strong emotions, such as removing self from the situation, covering eyes or ears, or seeking support from a familiar adult.	Self-help & Social-Emotional Scales
AL.EB.IT.2a Birth-9 mos.	Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	6A Social and Emotional Skills
AL.EB.IT.2b.i 8-18 mos.	Looks to familiar adults for assistance and guidance with actions and behavior.	11B Social and Emotional Skills
AL.EB.IT.2b.ii 8-18 mos.	May try to calm self by sucking on fingers or thumb when overly excited or distressed.	
AL.EB.IT.2C 16-36 mos.	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs.	Self-help & Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)		
AL.CS.IT.1a Birth-9 mos.	Develops, with support, some ability to filter out distracting sensory stimuli to focus on and attend to important people or objects in the environment with support.	3A Receptive Language Skills 6A Social and Emotional Skills
AL.CS.IT.1b.i 8-18 mos.	Shows increasing ability to attend to people.	1B Receptive Language Skills— General 11B Social and Emotional Skills
AL.CS.IT.1b.ii 8-18 mos.	Shows increasing ability to attend to objects and activities.	6B Fine Motor Skills 10B Self-help Skills
AL.CS.IT.1b.iii 8-18 mos.	Shows increasing ability to extend or complete an activity.	11B Social and Emotional Skills
AL.CS.IT.1b.iv. 8-18 mos.	Shows increasing ability to attend to or join others in a common or shared focus.	11B Social and Emotional Skills
AL.CS.IT.1c 16-36 mos.	Participates in activities and experiences with people, objects, or materials that require attention and common or shared focus.	Self-help & Social-Emotional Scales

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		Parent/Teacher Feedback Form – Two-Year-Old Child
AL.CS.IT.2a Birth-9 mos.	Shows increasing ability to continue interactions with familiar adults or toys for increasing amounts of time.	6A Social and Emotional Skills
AL.CS.IT.2b 8-18 mos.	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	11B Social and Emotional Skills
AL.CS.IT.2c 16-36 mos.	Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	Self-help and Social-Emotional Scales
AL.CS.IT.3a Birth-9 mos.	Shows repetitive patterns in actions or behaviors, but sometimes tries more than one way to solve a problem or interact with someone.	6A Social and Emotional Skills
AL.CS.IT.3b 8-18 mos.	Shows ability to shift focus to attend to something else, participate in a new activity, or try a new approach to solving a problem.	11B Social and Emotional Skills
AL.CS.IT.3c 16-36 mos.	Modifies actions or behaviors in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
INITIATIVE AND CURIOSITY		
AL.IC.IT.1a Birth-9 mos.	Initiates interactions with familiar adults through expressions, actions, sounds or behaviors.	3A Receptive Language Skills 4A Expressive Language Skills 6A Social and Emotional Skills
AL.IC.IT.1b.i 8-18 mos.	Points to desired people, objects or places and initiates actions, such as looking for a favorite toy or bringing a book to a familiar adult to read.	7B Expressive Language Skills—General
AL.IC.IT.1b.ii 8-18 mos.	Actively resists actions or items not wanted.	7B Expressive Language Skills—General
AL.IC.IT.1c 16-36 mos.	Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	Self-help and Social-Emotional Scales
AL.IC.IT.2a Birth-9 mos.	Shows excitement when engaged in learning, such as smiling at a familiar adult, laughing after batting at a mobile, kicking or moving arms and legs in an emphatic way or knocking over a toy.	6A Social and Emotional Skills
AL.IC.IT.2b.i 8-18 mos.	Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	11B Social and Emotional Skills

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AL.IC.IT.2b.ii 8-18 mos.	Actively resists actions or items not wanted.	7B Expressive Language Skills—General
AL.IC.IT.2c 16-36 mos.	Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pine cones in the fall.	Self-help and Social-Emotional Scales
CREATIVITY		
AL.C.IT.1a.i Birth-9 mos.	Uses a variety of ways to interact with other people. Changes expressions, actions, or behaviors based on responses of others.	3A Receptive Language Skills 4A Expressive Language Skills 6A Social and Emotional Skills
AL.C.IT.1a.ii Birth-9 mos.	Makes discoveries about self, others and the environment.	6A Social and Emotional Skills
AL.C.IT.1b.i 8-18 mos.	Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	
AL.C.IT.1b.ii 8-18 mos.	Uses objects in new ways.	
AL.C.IT.1c.i 16-36 mos.	Combines objects or materials in new and unexpected ways.	
AL.C.IT.1c.ii 16-36 mos.	Shows interest in and curiosity about the world around them such as exploring new areas of a room.	Self-help and Social-Emotional Scales
AL.C.IT.1c.iii 16-36 mos.	Seeks out new information and explores new play and tasks both independently and with adult support.	Self-help and Social-Emotional Scales
AL.C.IT.1c.iv 16-36 mos.	Shows delight in creating something new.	Self-help and Social-Emotional Scales
AL.C.IT.2a Birth-9 mos.	Emerging	
AL.C.IT.2b.i 8-18 mos.	Uses sounds, gestures, signs, or words playfully through songs, fingerplays, or games.	7B Expressive Language Skills—General 8B Expressive Language Skills—Names Objects 9B Expressive Language Skills—Uses Phrases
AL.C.IT.2b.c 16-36 mos.	Uses imagination to explore possible uses of objects and materials. Engages in make-believe play with other children.	Self-help and Social-Emotional Scales

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SOCIAL AND EMOTIONAL DEVELOPMENT Standards		
RELATIONSHIPS WITH ADULTS		
SE.RA.IT.1a.i Birth-9 mos.	Interacts in predictable ways with familiar adults.	6A Social and Emotional Skills
SE.RA.IT.1a.ii Birth-9 mos.	Responds positively to familiar adults' age appropriate efforts to help with stressful moments.	6A Social and Emotional Skills
SE.RA.IT.1b.i 8-18 mos.	Seeks familiar adults for emotional support and encouragement.	11B Social and Emotional Skills
SE.RA.IT.1b.ii 8-18 mos.	Reacts or may become distressed when separated from familiar adults.	11B Social and Emotional Skills
SE.RA.IT.1c.i 16-36 mos.	Engages in positive interactions in a wide variety of situations with familiar adults.	Self-help and Social-Emotional Scales
SE.RA.IT.1c.ii 16-36 mos.	Seeks familiar adults for comfort when distressed or tired.	Self-help and Social-Emotional Scales
SE.RA.IT.2a.i Birth-9 mos.	Recognizes familiar adults.	6A Social and Emotional Skills
SE.RA.IT.2a.ii Birth-9 mos.	May avoid or withdraw from unfamiliar adults.	6A Social and Emotional Skills
SE.RA.IT.2b 8-18 mos.	Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches.	11B Social and Emotional Skills
SE.RA.IT.2c.i 16-36 mos.	Often watches from a distance or waits for reassurance from a familiar adult before approaching someone new.	Self-help and Social-Emotional Scales
SE.RA.IT.2c.ii 16-36 mos.	May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	Self-help and Social-Emotional Scales
RELATIONSHIPS WITH OTHER CHILDREN		
SE.RC.IT.1a.i Birth-9 mos.	Looks at attentively, touches or explores another child's face.	6A Social and Emotional Skills
SE.RC.IT.1a.ii Birth-9 mos.	Show recognition for familiar children through actions or behaviors.	6A Social and Emotional Skills
SE.RC.IT.1b.i 8-18 mos.	Participates in simple back-and-forth interactions with another child.	11B Social and Emotional Skills
SE.RC.IT.1b.ii 8-18 mos.	Interacts with a few children or a regular basis.	11B Social and Emotional Skills

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SE.RC.IT.1c.i 16-36 mos.	Seeks out other children for social interactions including initiating contact and responding to others.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
SE.RC.IT.1c.ii 16-36 mos.	Develops friendships and engages in more elaborate play with friends.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
SE.RC.IT.2a Birth-9 mos.	Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	6A Social and Emotional Skills
SE.RC.IT.2b.i 8-18 mos.	Participates in simple imitation games, such as making similar sounds or running after another child.	11B Social and Emotional Skills
SE.RC.IT.2b.ii 8-18 mos.	Plays next to other children with similar toys or materials.	11B Social and Emotional Skills
SE.RC.IT.2c 16-36 mos.	Joins in play with other children by sometimes taking turns or participating in joint activities with a common goal, such as building block structures with others or pretending to eat together.	Self-help and Social-Emotional Scales
EMOTIONAL FUNCTIONING		
SE.EF.IT.1a Birth-9 mos.	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through facial expressions or gestures to prompt a response from a familiar adult.	6A Social and Emotional Skills
SE.EF.IT.1b 8-18 mos.	Expresses a variety of emotions and modifies their expressions according to the reactions of familiar adults, based on the child’s cultural (family) background.	11B Social and Emotional Skills
SE.EF.IT.1c 16-36 mos.	Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	Self-help and Social-Emotional Scales
SE.EF.IT.2a Birth-9 mos.	Attends with interest when others express emotions.	6A Social and Emotional Skills
SE.EF.IT.2b 8-18 mos.	Responds to others’ emotional expressions, often by sharing an emotional reaction such as smiling, verbalizing or pouting.	11B Social and Emotional Skills
SE.EF.IT.2c 16-36 mos.	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	Self-help and Social-Emotional Scales

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SE.EF.IT.3a Birth-9 mos.	May imitate another person's distressed emotions/facial expressions.	6A Social and Emotional Skills
SE.EF.IT.3b.i 8-18 mos.	Notices when another child is crying or upset.	11B Social and Emotional Skills
SE.EF.IT.3b.ii 8-18 mos.	May seek adult's help or offer something to help another child, such as blanket or toy.	11B Social and Emotional Skills
SE.EF.IT.3c.i 16-36 mos.	Expresses empathy toward other children or familiar adults who have been hurt or are crying by showing concerned attention.	Self-help and Social-Emotional Scales
SE.EF.IT.3c.ii 16-36 mos.	May try to comfort them with words or actions.	Self-help and Social-Emotional Scales
SE.EF.IT.4a Birth-9 mos.	Is comforted by a familiar adult.	6A Social and Emotional Skills
SE.EF.IT.4b 8-18 mos.	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult or engages in self-comforting behaviors.	11B Social and Emotional Skills
SE.EF.IT.4c 16-36 mos.	Shows developing ability to cope with stress or strong emotions by using familiar strategies.	Self-help and Social-Emotional Scales
SENSE OF IDENTITY AND BELONGING		
SE.IB.IT.1a Birth-9 mos.	Learns about self by exploring hands, feet, body and movement.	2A Fine Motor Skills
SE.IB.IT.1b 8-18 mos.	Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others.	1B Receptive Language Skills— General 6B Fine Motor Skills
SE.IB.IT.1c.i 16-36 mos.	Shows awareness of own thoughts, feelings and preferences as well as those of others.	Self-help & Social-Emotional Scales
SE.IB.IT.1c.ii 16-36 mos.	Uses different forms of communication to refer to self and others.	Parent/Teacher Feedback Form – Two-Year-Old Child
SE.IB.IT.2a.i Birth-9 mos.	Responds to own name when stated by a familiar adult.	3A Receptive Language Skills
SE.IB.IT.2a.ii Birth-9 mos.	Distinguishes primary caregivers from others.	6A Social and Emotional Skills
SE.IB.IT.2b 8-18 mos.	Develops self-awareness (recognizing self as separate individual from caregiver).	11B Social and Emotional Skills
SE.IB.IT.2c 16-36 mos.	Identifies obvious physical similarities, differences and compares characteristics between self and others.	6C Understands Concepts of Size and Number

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SE.IB.IT.3a Birth-9 mos.	Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others.	3A Receptive Language Skills 4A Expressive Language Skills 6A Social and Emotional Skills
SE.IB.IT.3b.i 8-18 mos.	Expresses desires and preferences.	11B Social and Emotional Skills
SE.IB.IT.3b.ii 8-18 mos.	Seeks to draw a familiar adult's attention to objects of interest or new physical skills and attends to familiar adult's responses.	11B Social and Emotional Skills
SE.IB.IT.3c.i 16-36 mos.	Contributes own ideas, skills and abilities to activities and experiences with adults and other children.	Self-help & Social-Emotional Scales
SE.IB.IT.3c.ii 16-36 mos.	May call attention to new skills and abilities or seek to do things by self.	Self-help & Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
SE.IB.IT.4a Birth-9 mos.	Shows awareness of familiar routines by behaviors.	3A Receptive Language Skills 5A Self-help Skills 6A Social and Emotional Skills
SE.IB.IT.4b 8-18 mos.	Anticipates familiar routines or activities.	1B Receptive Language Skills—General 10B Self-help Skills 11B Social and Emotional Skills
SE.IB.IT.4c 16-36 mos.	Refers to personal or family experiences and events that have happened in the recent past.	Self-help & Social-Emotional Scales
LANGUAGE AND COMMUNICATION Standards		
ATTENDING AND UNDERSTANDING		
LC.AU.IT.1a.i Birth-9 mos.	Attends to verbal and nonverbal communication by turning toward or looking at a person.	3A Receptive Language Skills
LC.AU.IT.1a.ii Birth-9 mos.	Participates in back and forth interactions by exchanging facial expressions and language sounds with familiar adults.	3A Receptive Language Skills 4A Expressive Language Skills 6A Social and Emotional Skills
LC.AU.IT.1b.i 8-18 mos.	Shows understanding of the meaning of verbal and non-verbal communication of familiar caregivers and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.	1B Receptive Language Skills—General 7B Expressive Language Skills—General
LC.AU.IT.1c.i 16-36 mos.	Shows recognition of words, phrases and simple sentences.	10C Verbal Fluency and Articulation

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LC.AU.IT.1c.ii 16-36 mos.	Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior and/or spoken words.	Self-help & Social-Emotional Scales
LC.AU.IT.2a Birth-9 mos.	Pays attention when familiar adults talk or sign language about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	3A Receptive Language Skills
LC.AU.IT.2b.i 8-18 mos.	Participates in joint attention with a familiar adult by looking back and forth between the adult and object.	1B Receptive Language Skills—General
LC.AU.IT.2b.ii 8-18 mos.	Points or gestures when a familiar adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	2B Receptive Language Skills—Identifies Parts of the Body 3B Receptive Language Skills—Identifies Pictures
LC.AU.IT.2c.i 16-36 mos.	Participates in longer periods of joint attention with familiar adults (16-24 months up 5 minutes; 24- 36 months up to 10 minutes).	Self-help and Social-Emotional Scales
LC.AU.IT.2c.ii 16-36 mos.	Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	Parent/Teacher Feedback Form – Two-Year-Old Child
COMMUNICATING AND SPEAKING		
LC.CS.IT.1a Birth-9 mos.	Learns how to use different means of communication to signal distress or discomfort, seek help and to communicate interests and needs to others, such as crying, grunting and sucking.	6A Social and Emotional Skills
LC.CS.IT.1b 8-18 mos.	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “more” when eating.	7B Expressive Language Skills—General 8B Expressive Language Skills—Names Objects 9B Expressive Language Skills—Uses Phrases 10B Self-help Skills
LC.CS.IT.1c 16-36 mos.	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants or ideas, such as “more milk,” “I want juice,” “mas leche,” or “quiero juice.” Note: Children identified as Dual Language Learners (DLL) may combine their two languages or switch between them to communicate.	10C Verbal Fluency and Articulation
LC.CS.IT.2a Birth-9 mos.	Uses facial expressions, including smiling, gestures or sounds, including cooing or babbling, to engage familiar adults in social interaction.	3A Receptive Language Skills 4A Expressive Language Skills

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		6A Social and Emotional Skills
LC.CS.IT.2b 8-18 mos.	Repeats actions or single words to initiate or maintain social interactions with other children or familiar adults, such as clapping hands or calling a name to get a familiar adult’s attention.	7B Expressive Language Skills—General 11B Social and Emotional Skills
LC.CS.IT.2c 16-36 mos.	Uses words, sign language, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
LC.CS.IT.3a Birth-9 mos.	Explores and/or attempts to repeat sounds common in many languages, such as “ma-ma” or “ba-ba.”	4A Expressive Language Skills
LC.CS.IT.3b.i 8-18 mos.	Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or sign language.	7B Expressive Language Skills—General
LC.CS.IT.3b.ii 8-18 mos.	Communicates mainly about objects, actions and events happening in the here and now.	7B Expressive Language Skills—General
LC.CS.IT.3c.i 16-36 mos.	Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses.	10C Verbal Fluency and Articulation
LC.CS.IT.3c.ii 16-36 mos.	Sometimes describes experiences that have happened in the past or are about to happen. Note: Children who are Dual Language Learners (DLL) develop the ability to participate in conversations.	Self-help and Social-Emotional Scales
LC.CS.IT.4a Birth-9 mos.	Participates in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	3A Receptive Language Skills 4A Expressive Language Skills 6A Social and Emotional Skills
LC.CS.IT.4b 8-18 mos.	Asks simple questions using gestures, such as pointing, sign language or words with variations in the rise and fall of the voice.	7B Expressive Language Skills—General
LC.CS.IT.4c 16-36 mos.	Seeks information and meaning of words by asking questions in words or sign language, such as “What’s that?” or “Who’s that?” or “Why?”	Parent/Teacher Feedback Form – Two-Year-Old Child
VOCABULARY		
LC.V.IT.1a Birth-9 mos.	Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.	3A Receptive Language Skills
LC.V.IT.1b 8-18 mos.	Looks or points at a person or object that has been named, follows simple directions and responds appropriately to the meaning of words or sign language.	1B Receptive Language Skills—General

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LC.V.IT.1c 16-36 mos.	Comprehends an increasing number of words or sign language in simple sentences during conversations and interactions with familiar adults and children.	10C Verbal Fluency and Articulation Parent/Teacher Feedback Form – Two-Year-Old Child
LC.V.IT.2a Birth-9 mos.	May use sign language, gestures, or expressions for familiar people or objects.	4A Expressive Language Skills
LC.V.IT.2b 8-18 mos.	Imitates new words or sign language and uses some words or sign language for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.	7B Expressive Language Skills—General 8B Expressive Language Skills—Names Objects 9B Expressive Language Skills—Uses Phrases 10B Self-help Skills
LC.V.IT.2c 16-36 mos.	Uses an increasing number of words in communications and conversations with others and adds new vocabulary words regularly. Note: Children who are Dual Language Learners (DLL) may have a combined vocabulary in both languages that is similar in breadth to other children’s vocabulary in one language.	10C Verbal Fluency and Articulation Parent/Teacher Feedback Form – Two-Year-Old Child
EMERGENT LITERACY		
LC.EL.IT.1a Birth-9 mos.	Listens and attends to culturally and linguistically familiar words or sign language in rhymes or songs.	3A Receptive Language Skills
LC.EL.IT.1b 8-18 mos.	Says or signs a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	9B Expressive Language Skills—Uses Phrases
LC.EL.IT.1c 16-36 mos.	Says, signs or repeats culturally and linguistically familiar rhymes, phrases, or repetitive refrains from songs or stories that are similar in nature to another children’s vocabulary in one language.	10C Verbal Fluency and Articulation Parent/Teacher Feedback Form – Two-Year-Old Child
LC.EL.IT.2a Birth-9 mos.	Explores a book by touching it, patting it, or putting it in mouth.	
LC.EL.IT.2b 8-18 mos.	Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	
LC.EL.IT.2c 16-36 mos.	Pretends to read books by turning pages and talking about them, using signs, gestures or words to describe what is happening in the book.	Parent/Teacher Feedback Form – Two-Year-Old Child
LC.EL.IT.3a Birth-9 mos.	Looks at pictures of familiar people, animals, or objects while a familiar adult points at and/or names the person, animal, or object.	3A Receptive Language Skills

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LC.EL.IT.3b 8-18 mos.	Points at, uses sign language or gestures, says name of, and/or talks about animals, people, or objects in photos, pictures, or drawings.	7B Expressive Language Skills—General 8B Expressive Language Skills—Names Objects 9B Expressive Language Skills—Uses Phrases
LC.EL.IT.3c 16-36 mos.	Recognizes and uses some letters or numbers, such as letters in one’s name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Note: Recognizes and uses written forms of languages used.	Parent/Teacher Feedback Form – Two-Year-Old Child
LC.EL.IT.4a Birth-9 mos.	Looks at picture books and listens to a familiar adult talk about pictures in a book.	3A Receptive Language Skills
LC.EL.IT.4b 8-18 mos.	Points at pictures in a book, making sounds or saying words and interacting with a familiar adult reading a book.	1B Receptive Language Skills—General
LC.EL.IT.4c 16-36 mos.	Talks about books, acts out events from stories and uses some vocabulary encountered during a book reading.	Parent/Teacher Feedback Form – Two-Year-Old Child
LC.EL.IT.5a Birth-9 mos.	Emerging	
LC.EL.IT.5b 8-18 mos.	Makes marks on paper with a large crayon or marker to explore writing materials.	6B Fine Motor Skills
LC.EL.IT.5c 16-36 mos.	Makes scribbles on paper to represent an object or action even though a familiar adult might not recognize what it is.	7C Visual Motor Skills 5S Visual Motor Skills Parent/Teacher Feedback Form – Two-Year-Old Child
COGNITION Standards		
EXPLORATION AND DISCOVERY		
C.ED.IT.1a Birth-9 mos.	Uses the senses and a variety of actions to explore people and objects.	2A Fine Motor Skills
C.ED.IT.1b 8-18 mos.	Acts intentionally to achieve a goal or when manipulating an object.	11B Social and Emotional Skills
C.ED.IT.1c 16-36 mos.	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	Self-help and Social-Emotional Scales
C.ED.IT.2a Birth-9 mos.	Repeats an action to make things happen or to get a familiar adult to repeat an action.	2A Fine Motor Skills 6A Social and Emotional Skills

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C.ED.IT.2b 8-18 mos.	Engages in purposeful actions to cause things to happen.	6B Fine Motor Skills 11B Social and Emotional Skills
C.ED.IT.2c.i 16-36 mos.	Identifies the cause of an observed outcome.	Self-help and Social-Emotional Scales
C.ED.IT.2c.ii 16-36 mos.	Predicts outcomes of actions or events, such as turning on the faucet will make water come out.	
MEMORY		
C.M.IT.1a.i Birth-9 mos.	Recognizes familiar people by their faces or voices.	6A Social and Emotional Skills
C.M.IT.1a.ii Birth-9 mos.	Recognizes that some people are unfamiliar by their faces and voices.	6A Social and Emotional Skills
C.M.IT.1b.i 8-18 mos.	Remembers actions of familiar adults, the usual location of familiar objects and parts of familiar routines.	10B Self-help Skills 11B Social and Emotional Skills
C.M.IT.1b.ii 8-18 mos.	Notices and responds to new people, objects, or materials in the environment.	11B Social and Emotional Skills
C.M.IT.1c.i 16-36 mos.	Anticipates and communicates about multiple steps of familiar routines, activities, or events.	Self-help and Social-Emotional Scales
C.M.IT.1c.ii 16-36 mos.	Shows surprise or asks about unexpected outcomes or unusual people, actions, or events.	
C.M.IT.2a Birth-9 mos.	Shows awareness that familiar adults and objects still exist when they are out of sight or sound range.	6A Social and Emotional Skills
C.M.IT.2b 8-18 mos.	Searches for hidden/missing familiar adults or objects in the place they were last seen or found.	11B Social and Emotional Skills
C.M.IT.2c 16-36 mos.	Uses a variety of search strategies to find hidden familiar adults or objects.	
C.M.IT.3a.i Birth-9 mos.	Shows excitement for or about a toy or other object that was played with days earlier.	6A Social and Emotional Skills
C.M.IT.3a.ii Birth-9 mos.	Anticipates familiar actions or routines.	5A Self-help Skills 6A Social and Emotional Skills
C.M.IT.3b.i 8-18 mos.	Remembers how to use objects or materials from previous experience.	10B Self-help Skills
C.M.IT.3b.ii 8-18 mos.	Anticipates routines or events by taking action.	10B Self-help Skills
C.M.IT.3c.i	Tells others about memories and past experiences.	

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16-36 mos.		
C.M.IT.3c.ii 16-36 mos.	Remembers how to do a series of actions that were observed at an earlier time.	Parent/Teacher Feedback Form – Two-Year-Old Child
REASONING AND PROBLEM SOLVING		
C.RP.IT.1a Birth-9 mos.	Engages in simple repeated actions to reach a goal.	2A Fine Motor Skills 6A Social and Emotional Skills
C.RP.IT.1b 8-18 mos.	Explores how to make something happen again or explores how something works by doing actions repeatedly.	6B Fine Motor Skills 11B Social and Emotional Skills
C.RP.IT.1c 16-36 mos.	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	Self-help and Social-Emotional Scales
C.RP.IT.2a Birth-9 mos.	Uses own actions or movements to solve simple problems.	2A Fine Motor Skills 5A Self-help Skills 6A Social and Emotional Skills
C.RP.IT.2b 8-18 mos.	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	11B Social and Emotional Skills
C.RP.IT.2c 16-36 mos.	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
EMERGENT MATHEMATICAL THINKING		
C.EM.IT.1a Birth-9 mos.	Attends to quantity in play with multiple objects.	2A Fine Motor Skills
C.EM.IT.1b 8-18 mos.	Uses a few basic number words or signs to refer to change in the number of objects.	
C.EM.IT.1c 16-36 mos.	Uses language to refer to quantity.	6C Understands Concepts of Size and Number Parent/Teacher Feedback Form – Two-Year-Old Child
C.EM.IT.2a Birth-9 mos.	Explores or watches objects when they move.	6A Social and Emotional Skills
C.EM.IT.2b 8-18 mos.	Explores how objects fit together, how they fit with other objects and how they move through space.	6B Fine Motor Skills

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C.EM.IT.2c 16-36 mos.	Predicts or anticipates how objects move through space or fit together or inside other things.	
C.EM.IT.3a Birth-9 mos.	Explores differences between familiar or unfamiliar adults or between different types of objects.	6A Social and Emotional Skills
C.EM.IT.3b 8-18 mos.	Matches objects by similar or related characteristics.	
C.EM.IT.3c 16-36 mos.	Sorts objects into two groups based on a single characteristic.	6C Understands Concepts of Size and Number 9C Matches Colors Parent/Teacher Feedback Form – Two-Year-Old Child
IMITATION AND SYMBOLIC REPRESENTATION AND PLAY		
C.ISP.IT.1a Birth-9 mos.	Engages in give-and-take imitation games and play.	6A Social and Emotional Skills
C.ISP.IT.1b 8-18 mos.	Imitates what other people did earlier.	11B Social and Emotional Skills
C.ISP.IT.1c 16-36 mos.	Imitates more complex actions, words, or signs at a later time to communicate, make, or do something.	10C Verbal Fluency and Articulation Parent/Teacher Feedback Form – Two-Year-Old Child
C.ISP.IT.2a Birth-9 mos.	Emerging	
C.ISP.IT.2b 8-18 mos.	Uses toy objects in the same ways as the real objects they represent are used.	11B Social and Emotional Skills
C.ISP.IT.2c 16-36 mos.	Uses objects as symbols to represent other objects during pretend play.	Self-help and Social-Emotional Scales
C.ISP.IT.3a Birth-9 mos.	Emerging	
C.ISP.IT.3b 8-18 mos.	Imitates everyday actions of others.	11B Social and Emotional Skills
C.ISP.IT.3c 16-36 mos.	Acts out routines, stories, or social roles using toys and other materials as props.	Self-help and Social-Emotional Scales

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PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT Standards		
PERCEPTION		
PD.P.IT.1a Birth-9 mos.	Uses awareness to form a basic understanding of objects when given frequent opportunities to observe, handle, and use objects, including recognizing differences in texture and how things smell and feel.	2A Fine Motor Skills 5A Self-help Skills 6A Social and Emotional Skills
PD.P.IT.1b 8-18 mos.	Uses awareness of objects in matching and connecting their use through play and interaction with a familiar adult, such as using a play bottle to feed a baby doll.	8B Expressive Language Skills—Names Objects
PD.P.IT.1c 16-36 mos.	Observes others making things happen to understand the cause and effect relationship, such as a familiar adult preparing to go outside and then going to get a jacket or umbrella.	Self-help and Social-Emotional Scales
PD.P.IT.2a Birth-9 mos.	Adjusts balance and movement with the changing size and proportion of child’s own body in response to opportunities in the environment.	1A Gross Motor Skills
PD.P.IT.2b 8-18 mos.	Uses distance, scans for obstacles, and plans how to move based on that information while learning to crawl, walk, or move in another way.	5B Gross Motor Skills
PD.P.IT.2c 16-36 mos.	Uses perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	5C Gross Motor Skills 4S Gross Motor Skills Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
GROSS MOTOR		
PD.GM.IT.1a Birth-9 mos.	Explores new body positions and movements.	1A Gross Motor Skills
PD.GM.IT.1b 8-18 mos.	Moves from crawling, to cruising, to walking, and new muscle coordination for each new skill learned, such as how to manage changing ground surfaces.	5B Gross Motor Skills
PD.GM.IT.1c 16-36 mos.	Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.	5C Gross Motor Skills 4S Gross Motor Skills Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
PD.GM.IT.2a Birth-9 mos.	Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment.	1A Gross Motor Skills

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PD.GM.IT.2b 8-18 mos.	Uses body to position, balance, and especially to move, explore and examine materials, activities and spaces.	5B Gross Motor Skills
PD.GM.IT.2c 16-36 mos.	Uses variety of movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	5C Gross Motor Skills 4S Gross Motor Skills Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
PD.GM.IT.3a Birth-9 mos.	Responds to sounds and sights in the environment by positioning head or body to understand the information in the event.	3A Receptive Language Skills
PD.GM.IT.3b 8-18 mos.	Shows awareness as skilled crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	5B Gross Motor Skills
PD.GM.IT.3c 16-36 mos.	Begins to learn about different body sizes and space, such as being aware of what size opening is needed for one’s body to move through.	5C Gross Motor Skills 4S Gross Motor Skills Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
FINE MOTOR		
PD.FM.IT.1a Birth-9 mos.	Coordinates hands and eyes when reaching for and holding steady or moving objects.	2A Fine Motor Skills 5A Self-help Skills
PD.FM.IT.1b 8-18 mos.	Uses hand-eye coordination for more difficult actions.	6B Fine Motor Skills 10B Self-help Skills
PD.FM.IT.1c 16-36 mos.	Uses hand-eye coordination when participating in routines, play and activities.	7C Visual Motor Skills 8C Builds Tower with Blocks 5S Visual Motor Skills Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
PD.FM.IT.2a Birth-9 mos.	Uses single actions to explore shape, size, texture and weight of objects.	2A Fine Motor Skills
PD.FM.IT.2b 8-18 mos.	Explores features of objects and materials by using various hand actions, such as turning pages in a board book, turning the knobs on objects, or pointing to learn an object’s name.	6B Fine Motor Skills 11B Social and Emotional Skills

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PD.FM.IT.2c 16-36 mos.	Plans ways to use hands for various activities, such as stacking, building, connecting and self-care skills or routines.	7C Visual Motor Skills 8C Builds Tower with Blocks 5S Visual Motor Skills Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
PD.FM.IT.3a Birth-9 mos.	Uses increasingly developed grasps and matches the grasp to the task, such as using the whole hand to bang objects together.	2A Fine Motor Skills
PD.FM.IT.3b 8-18 mos.	Extends reach by using simple tools.	6B Fine Motor Skills 11B Social and Emotional Skills
PD.FM.IT.3c 16-36 mos.	Adjusts grasp to use different tools for different purposes.	7C Visual Motor Skills 8C Builds Tower with Blocks 5S Visual Motor Skills Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
HEALTH, SAFETY AND NUTRITION		
PD.HSN.IT.1a Birth-9 mos.	Emerging	
PD.HSN.IT.1b 8-18 mos.	Expects and cooperates in daily self-care routines.	10B Self-help Skills
PD.HSN.IT.1c 16-36 mos.	Participates in healthy self-care routines with more independence.	Self-help and Social-Emotional Scales
PD.HSN.IT.2a Birth-9 mos.	Emerging	
PD.HSN.IT.2b 8-18 mos.	Emerging	
PD.HSN.IT.2c.i 16-36 mos.	Accepts familiar adult guidance, support and protection when in unsafe situations.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Two-Year-Old Child
PD.HSN.IT.2c.ii 16-36 mos.	Learns some differences between safe and unsafe play behaviors, such as classroom rules.	Self-help and Social-Emotional Scales

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		Parent/Teacher Feedback Form – Two-Year-Old Child
PD.HSN.IT.3a Birth-9 mos.	Emerging	
PD.HSN.IT.3b 8-18 mos.	Shows interest in new foods that are offered.	
PD.HSN.IT.3c.i 16-36 mos.	Shows willingness to try new, healthy foods when offered on many occasions.	
PD.HSN.IT.3c.ii 16-36 mos.	Begins to make healthy choices about which foods to eat when offered several choices, with support from a familiar adult.	

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MISSISSIPPI EARLY LEARNING STANDARDS for THREE-YEAR-OLD CHILDREN	3-5 Years Assessments
Reading Standards for LITERATURE	
Key Ideas and Details	
ELA.RL.PK3.1 With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).	Reading Readiness Scale
ELA.RL.PK3.2 With guidance and support, retell familiar stories (from books, oral presentation, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).	Reading Readiness Scale
ELA.RL.PK3.3 With guidance and support, identify common objects in the pictures of books.	3A Identifies Pictures by Naming Reading Readiness Scale
Craft and Structure	
ELA.RL.PK3.4 With guidance and support, exhibit curiosity and interest that print conveys meaning.	Reading Readiness Scale
ELA.RL.PK3.4a Increase vocabulary through conversations with adults and peers.	
ELA.RL.PK3.4b Identify real-world print (e.g., labels in the classroom, signs in the community).	Reading Readiness Scale
ELA.RL.PK3.5 With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people that represent diversity in race, culture, age, gender and ability).	Reading Readiness Scale
ELA.RL.PK3.6 With guidance and support, identify the role of the “author” and “illustrator.”	
Integration of Knowledge and Ideas	
ELA.RL.PK3.7 With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	
ELA.RL.PK3.8 No developmentally appropriate standard.	
ELA.RL.PK3.9 No developmentally appropriate standard.	
Range of Reading and Level of Text Complexity	
ELA.RL.PK3.10 Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).	Reading Readiness Scale
Reading Standards for INFORMATIONAL TEXT	
Key Ideas and Details	
ELA.RI.PK3.1 With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts).	Reading Readiness Scale
ELA.RI.PK3.2 With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).	Reading Readiness Scale

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ELA.RI.PK3.3 With guidance and support, identify the connections between self and information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child’s life).	3A Identifies Pictures by Naming Reading Readiness Scale
Craft and Structure	
ELA.RI.PK3.4 Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).	Reading Readiness Scale
ELA.RI.PK3.5 With guidance and support, recognize how books are read and identify the front cover and back cover.	Reading Readiness Scale
ELA.RI.PK3.6 With guidance and support, identify the role of the author and illustrator.	
ELA.RI.PK3.4 Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).	
Integration of Knowledge and Ideas	
ELA.RI.PK3.7 With guidance and support, make connections between self and real-life experiences as they relate to informational texts.	
ELA.RI.PK3.8 No developmentally appropriate standard.	
ELA.RI.PK3.9 No developmentally appropriate standard.	
Range of Reading and Level of Text Complexity	
ELA.RI.PK3.10 Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).	Reading Readiness Scale
Reading Standards for FOUNDATIONAL SKILLS	
Print Concepts	
ELA.RF.PK3.1 With guidance and support, demonstrate basic features of print.	Reading Readiness Scale
ELA.RF.PK3.1a Recognize that print moves from left to right, top to bottom and page by page.	Reading Readiness Scale
ELA.RF.PK3.1b Recognize that spoken words can be written and convey meaning.	Reading Readiness Scale
ELA.RF.PK3.1c No developmentally appropriate standard.	
ELA.RF.PK3.1d Recognize and name some letters in their first name.	
ELA.RF.PK3.1e Recognize that letters can be grouped to form words.	
ELA.RF.PK3.1f Recognize some numbers.	
ELA.RF.PK3.1g No developmentally appropriate standard.	
Phonological Awareness	
ELA.RF.PK3.2 With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.	Reading Readiness Scale

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ELA.RF.PK3.2a Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).	Reading Readiness Scale
ELA.RF.PK3.2b Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	
ELA.RF.PK3.2c No developmentally appropriate standard.	
ELA.RF.PK3.2d Recognize initial sound in first name.	2S Articulates Initial Sounds
ELA.RF.PK3.2e Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	Reading Readiness Scale
ELA.RF.PK3.2f No developmentally appropriate standard.	
ELA.RF.PK3.3 With prompting and support, demonstrate emergent phonics and word analysis skills.	2S Articulates Initial Sounds Reading Readiness Scale
ELA.RF.PK3.3a Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.	2S Articulates Initial Sounds
ELA.RF.PK3.3b No developmentally appropriate standard.	
ELA.RF.PK3.3c Recognize own name and environmental print.	Reading Readiness Scale
ELA.RF.PK3.3d No developmentally appropriate standard.	
Fluency	
ELA.RF.PK3.4 With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.	Reading Readiness Scale
Standards for WRITING	
Text Types and Purposes	
ELA.W.PK3.1 With guidance and support, recognize that writing is a way of communicating for a variety of purposes.	Parent/Teacher Feedback Form – Three-Year-Old Child
ELA.W.PK3.1a Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion.	5A Visual Motor Skills 5S Visual Motor Skills Parent/Teacher Feedback Form – Three-Year-Old Child
ELA.W.PK3.1b Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing.	5A Visual Motor Skills 5S Visual Motor Skills Parent/Teacher Feedback Form – Three-Year-Old Child
ELA.W.PK3.1c Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories.	5A Visual Motor Skills 5S Visual Motor Skills Parent/Teacher Feedback Form – Three-Year-Old Child

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ELA.W.PK3.2 No developmentally appropriate standard.	
ELA.W.PK3.3 No developmentally appropriate standard.	
Production and Distribution of Writing	
ELA.W.PK3.4 No developmentally appropriate standard.	
ELA.W.PK3.5 No developmentally appropriate standard.	
ELA.W.PK3.6 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.	5A Visual Motor Skills 5S Visual Motor Skills Parent/Teacher Feedback Form – Three-Year-Old Child
Research to Build and Present Knowledge	
ELA.W.PK3.7 No developmentally appropriate standard.	
ELA.W.PK3.8 With prompting and support, recall information from experiences to answer questions.	Self-help and Social-Emotional Scales
ELA.W.PK3.9 No developmentally appropriate standard.	
Range of Writing	
ELA.W.PK3.10 No developmentally appropriate standard.	
Standards for SPEAKING AND LISTENING	
Comprehension and Collaboration	
ELA.SL.PK3.1 With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults.	Self-help and Social-Emotional Scales
ELA.SL.PK3.1a Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others’ feelings)	Self-help and Social-Emotional Scales
ELA.SL.PK3.1b Engage in extended conversations	Self-help and Social-Emotional Scales
ELA.SL.PK3.2 With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.	1A Knows Personal Information Self-help and Social-Emotional Scales Reading Readiness Scale Parent/Teacher Feedback Form Three-Year-Old
ELA.SL.PK3.3 With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	1A Knows Personal Information Self-help and Social-Emotional Scales Reading Readiness Scale

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	Parent/Teacher Feedback Form Three-Year-Old
Presentation of Knowledge and Ideas	
ELA.SL.PK3.4 With guidance and support, describe familiar people, places, things and events.	Self-help and Social-Emotional Scales
ELA.SL.PK3.5 With prompting and support, add drawings or other visual displays to descriptions.	
ELA.SL.PK3.6 With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly.	Self-help and Social-Emotional Scales
Standards for LANGUAGE	
Conventions of Standard English	
ELA.L.PK3.1 With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking.	3A Identifies Pictures by Naming 10A Repeats Sentences 11A Uses Prepositions and Irregular Plural Nouns
ELA.L.PK3.1a Use frequently occurring verbs and nouns.	11A Uses Prepositions and Irregular Plural Nouns
ELA.L.PK3.1b No developmentally appropriate standard.	
ELA.L.PK3.1c Ask and answer questions.	Self-help and Social-Emotional Scales Reading Readiness Scale
ELA.L.PK3.1d Use simple prepositions (e.g., <i>in, out, on, off</i>).	11A Uses Prepositions and Irregular Plural Nouns
ELA.L.PK3.1e Use standard words instead of slang or baby talk.	10A Repeats Sentences
ELA.L.PK3.2 No developmentally appropriate standard.	
Knowledge of Language	
ELA.L.PK3.3 No developmentally appropriate standard.	
Vocabulary Acquisition and Use	
ELA.L.PK3.4 No developmentally appropriate standard.	
ELA.L.PK3.5 With guidance and support, explore word relationships and word meanings.	
ELA.L.PK3.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	4A Knows Uses of Objects
ELA.L.PK3.5b With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.	3A Identifies Pictures by Naming 9A Identifies Parts of the Body

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	10A Repeats Sentences
ELA.L.PK3.5c No developmentally appropriate standard.	
ELA.L.PK3.5d No developmentally appropriate standard.	
ELA.L.PK3.6 With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.	10A Repeats Sentences 11A Uses Prepositions and Irregular Plural Nouns Reading Readiness Scale Parent/Teacher Feedback Form – Three-Year-Old Child
Standards for MATHEMATICS	
COUNTING AND CARDINALITY	
Know number names and the count sequence.	
M.CC.PK3.1 With guidance and support, recite numbers 1 to 5 or beyond from memory.	Parent/Teacher Feedback Form – Three-Year-Old Child
M.CC.PK3.2 No developmentally appropriate standard.	
Count to tell the number of objects.	
M.CC.PK3.3 With guidance and support, attempt to count concrete objects and actions up to 3.	6A Understands Number Concepts
M.CC.PK3.3a No developmentally appropriate standard.	
M.CC.PK3.3b No developmentally appropriate standard.	
M.CC.PK3.4 No developmentally appropriate standard.	
M.CC.PK3.4a No developmentally appropriate standard.	
Compare numbers.	
M.CC.PK3.5 With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.	
OPERATIONS AND ALGEBRAIC THINKING	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
M.OA.PK3.1 With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	
M.OA.PK3.2 No developmentally appropriate standard.	
M.OA.PK3.3 No developmentally appropriate standard.	
M.OA.PK3.4 With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.)	7A Builds Tower with Blocks

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MISSISSIPPI EARLY LEARNING STANDARDS for THREE-YEAR-OLD CHILDREN	3-5 Years Assessments
MEASUREMENT AND DATA	
Describe and compare measurable attributes.	
M.MD.PK3.1 With guidance and support, experiment with measurable attributes of everyday objects (e.g., <i>big, little, tall, short, full, empty, heavy, light</i>).	
M.MD.PK3.2 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>).	
M.MD.PK3.3 Explore nonstandard units of measurement.	
M.MD.PK3.4 Explore standard tools of measurement.	
Classify objects and count the number of objects in each category.	
M.MD.PK3.5 With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	2A Identifies Colors Parent/Teacher Feedback Form – Three-Year-Old Child
GEOMETRY	
Explore, identify and describe shapes (squares, circles, triangles).	
M.G.PK3.1 With guidance and support, correctly name circles, squares and triangles.	
M.G.PK3.2 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).	
M.G.PK3.3 No developmentally appropriate standard.	
Analyze, compare, create and compose shapes.	
M.G.PK3.4 With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).	
M.G.PK3.5 No developmentally appropriate standard.	
APPROACHES TO LEARNING Standards	
PLAY	
Engage in play.	
AL.P.PK3.1 With guidance and support, cooperate with peers during play by taking turns, sharing materials and inviting others to play.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
AL.P.PK3.2 With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child

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AL.P.PK3.3 With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
AL.P.PK3.4 With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
CURIOSITY AND INITIATIVE	
Demonstrate curiosity and initiative.	
AL.CI.PK3.1 Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
AL.CI.PK3.2 Begin to ask questions to seek new information.	Self-help and Social-Emotional Scales Reading Readiness Scale
AL.CI.PK3.3 Demonstrate an increasing ability to make independent choices.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
AL.CI.PK3.4 With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
PERSISTENCE AND ATTENTIVENESS	
Demonstrate persistence and attentiveness.	
AL.PA.PK3.1 With guidance and support, follow through to complete a task or activity.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
AL.PA.PK3.2 With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child

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AL.PA.PK3.3 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).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
PROBLEM-SOLVING SKILLS	
Demonstrate problem-solving skills.	
AL.PS.PK3.1 With guidance and support, identify a problem or ask a question.	Reading Readiness Scale
AL.PS.PK3.2 With guidance and support, begin to use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
AL.PS.PK3.3 With guidance and support, apply prior learning and experiences to build new knowledge.	
SOCIAL AND EMOTIONAL DEVELOPMENT Standards	
SOCIAL DEVELOPMENT	
Build and maintain relationships with others.	
SE.SD.PK3.1 Interact appropriately with familiar adults.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.1a With guidance and support, communicate to seek help with difficult task, to find comfort and to obtain security.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.1b With guidance and support, engage with a variety of familiar adults.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.2 Interact appropriately with other children.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.2a Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	Self-help and Social-Emotional Scales

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	Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.2b Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.2c With guidance and support, ask permission to use materials belonging to someone else.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.2d Begin to acknowledge needs and rights of others (e.g., “It’s your turn on the swing.”).	Self-help and Social-Emotional Scales
SE.SD.PK3.3 Express empathy and care for others.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.3a With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm, give a soft hug to an upset peer).	
SE.SD.PK3.3b Begin to offer and accept encouraging and courteous words to demonstrate kindness.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD. PK3.3c With guidance and support, identify emotional cues of others and react in a positive manner (e.g., “You seem sad.”).	
Work productively toward common goals and activities.	
SE.SD.PK3.4 Participate successfully as a member of a group.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.4a With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	Self-help and Social-Emotional Scales
SE.SD.PK3.4b With guidance and support, sustain interactions with peers, allow others to join play activities and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child

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SE.SD.PK3.4c With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.5 Join ongoing activities in acceptable ways.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.5a Begin to express to others a desire to play (e.g., “I want to play.”).	
SE.SD.PK3.5b With guidance and support, lead and follow.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.5c With guidance and support, move into group with ease.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.6 Resolve conflicts with others.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.6a With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.SD.PK3.6b With guidance and support, use courteous words and actions (e.g., “Please give me the book.” “I’m sorry I stepped on your mat.”).	Parent/Teacher Feedback Form – Three-Year-Old Child
EMOTIONAL DEVELOPMENT	
Demonstrate awareness of self and capabilities.	
SE.E.PK3.1 Demonstrate trust in self.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.1a Begin to make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).	Self-help and Social-Emotional Scales

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	Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.1b Begin to identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).	Self-help and Social-Emotional Scales
SE.E.PK3.2 Develop personal preferences.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.2a Begin to express independence, interest and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.2b With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.3 Show flexibility, inventiveness and interest in solving problems.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.3a With guidance and support, make alternative choices (e.g., move to another area when a center is full).	
SE.E.PK3.3b With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.4 Know personal information.	1A Knows Personal Information Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.4a With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	1A Knows Personal Information Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.4b Refer to self by first name.	1A Knows Personal Information Parent/Teacher Feedback Form – Three-Year-Old Child

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SE.E.PK3.4c With guidance and support, know parents'/guardians' names.	
Recognize and adapt expressions, behaviors and actions.	
SE.E.PK3.5 Show impulse control with body and actions.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.5a Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).	8A Gross Motor Skills Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.5b With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.5c With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).	
SE.E.PK3.6 Manage emotions.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.6a With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	Self-help and Social-Emotional Scales
SE.E.PK3.6b With guidance and support, recognize emotions (e.g., “I am really mad.”).	Self-help and Social-Emotional Scales
SE.E.PK3.6c With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”).	Self-help and Social-Emotional Scales
SE.E.PK3.6d With guidance and support, express frustration and anger without harming self, others or property (e.g., “I don’t like it when you take my truck.”).	Self-help and Social-Emotional Scales
SE.E.PK3.7 Follow procedures and routines with teacher support.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.7a Begin to follow one- or two-step directions (e.g., move appropriately when transitions are announced).	Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.7b With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	Self-help and Social-Emotional Scales

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	Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.7c Begin to take turns and to share information with others (e.g., interact during group time).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SE.E.PK3.8 Demonstrate flexibility in adapting to different environments.	
SE.E.PK3.8a With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).	
SE.E.PK3.8b With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SCIENCE Standards	
PHYSICAL SCIENCE	
Develop awareness of observable properties of objects and materials.	
S.PS.PK3.1 Begin to manipulate and explore a wide variety of objects and materials.	5A Visual Motor Skills 7A Builds Tower with Blocks Parent/Teacher Feedback Form – Three-Year-Old Child
S.PS.PK3.2 No developmentally appropriate standard.	
S.PS.PK3.3 No developmentally appropriate standard.	
S.PS.PK3.4 With guidance and support, explore properties of solid objects.	5A Visual Motor Skills 7A Builds Tower with Blocks Parent/Teacher Feedback Form – Three-Year-Old Child
S.PS.PK3.4a With guidance and support, identify position of objects.	11A Uses Prepositions and Irregular Plural Nouns Parent/Teacher Feedback Form – Three-Year-Old Child
S.PS.PK3.4b No developmentally appropriate standard.	
S.PS.PK3.4c With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float).	11A Uses Prepositions and Irregular Plural Nouns

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S.PS.PK3.5 With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).	2A Identifies Colors Parent/Teacher Feedback Form – Three-Year-Old Child
LIFE SCIENCE	
Develop an awareness of living things.	
S.LS.PK3.1 With guidance and support, explore body parts associated with the use of each of the five senses.	9A Identifies Parts of the Body Parent/Teacher Feedback Form – Three-Year-Old Child
S.LS.PK3.2 With guidance and support, explore how people change during changes of the life cycle.	
S.LS.PK3.2a Explore text with illustrations of human life stages.	
S.LS.PK3.2b No developmentally appropriate standard.	
S.LS.PK3.3 With guidance and support, conduct a simple investigation to observe the differences in humans during life stages.	
S.LS.PK3.4 With guidance and support, observe, explore and describe a variety of living things and where they live (e.g., plants, animals, people).	
S.LS.PK3.4a With guidance and support, conduct an experiment to observe the growth of plants.	
S.LS.PK3.5 With guidance and support, describe individual characteristics of self, other living things and people.	
S.LS.PK3.5a No developmentally appropriate standard.	
S.LS.PK3.5b No developmentally appropriate standard.	
S.LS.PK3.5c With guidance and support, use appropriate technology tools to explore observable characteristics of living things and people.	
EARTH AND SPACE SCIENCE	
Develop an awareness of earth science and space.	
S.ES.PK3.1 With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy).	
S.ES.PK3.1a Observe daily display about weather and seasonal activity.	
S.ES.PK3.2 Begin to identify objects in the sky (e.g., clouds, sun, moon and stars).	
S.ES.PK3.2a Explore materials to create display of common elements of day and night.	
S.ES.PK3.2b Explore devices that protect from sun or rain.	
S.ES.PK3.3 With guidance and support, collect, sort, identify and describe objects in the natural world (e.g., rocks, soil, leaves).	

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S.ES.PK3.3a No developmentally appropriate standard.	
S.ES.PK3.3b No developmentally appropriate standard.	
TECHNOLOGY	
Identify and explore a variety of technology tools.	
S.T.PK3.1 With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).	
S.T.PK3.2 No developmentally appropriate standard.	
S.T.PK3.3 No developmentally appropriate standard.	
PHYSICAL DEVELOPMENT Standards	
GROSS MOTOR SKILLS	
Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.	
PD.GM.PK3.1 Identify body parts (e.g., knee, foot, arm).	9A Identifies Parts of the Body Parent/Teacher Feedback Form – Three-Year-Old Child
PD.GM.PK3.2 With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).	
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
PD.GM.PK3.3 With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	8A Gross Motor Skills 4S Gross Motor Skills Parent/Teacher Feedback Form – Three-Year-Old Child
PD.GM.PK3.4 With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	
PD.GM.PK3.5 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).	
FINE MOTOR	
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
PD.FM.PK3.1 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).	5A Visual Motor Skills 7A Builds Tower with Blocks 5S Visual Motor Skills

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	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
PD.FM.PK3.2 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).	5A Visual Motor Skills 7A Builds Tower with Blocks 5S Visual Motor Skills Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
PD.FM.PK3.3 With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	5A Visual Motor Skills 7A Builds Tower with Blocks 5S Visual Motor Skills Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
Participate in fine motor activity for self-expression and/or social interaction.	
PD.FM.PK3.4 With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	5A Visual Motor Skills 7A Builds Tower with Blocks 5S Visual Motor Skills Parent/Teacher Feedback Form – Three-Year-Old Child
PD.FM.PK3.5 With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays and dramatic play).	Parent/Teacher Feedback Form – Three-Year-Old Child
Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.	
PD.FM.PK3.6 With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	Self-help and Social-Emotional Scales
SELF-CARE, HEALTH AND SAFETY SKILLS	
Demonstrate an awareness and practice of safety rules.	
PD.SHS.PK3.1 With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	Self-help and Social-Emotional Scales

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	Parent/Teacher Feedback Form – Three-Year-Old Child
PD.SHS.PK3.2 With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
PD.SHS.PK3.3 With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
Demonstrate an emerging use of standard health practices.	
PD.SHS.PK3.4 With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
PD.SHS.PK3.5 With guidance and support, participate in a variety of physical activities.	
PD.SHS.PK3.6 With guidance and support, identify nutritious foods.	
SOCIAL STUDIES Standards	
FAMILY AND COMMUNITY	
Understand self in relation to the family and the community.	
SS.FC.PK3.1 Begin to identify self as a member of a family, the learning community and local community.	
SS.FC.PK3.2 With guidance and support, identify similarities and differences in people.	
SS.FC.PK3.3 With guidance and support, describe some family traditions.	
SS.FC.PK3.4 With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age and gender.	
Understand the concept of individual rights and responsibilities.	
SS.FC.PK3.5 With guidance and support, demonstrate responsible behavior related to daily routines.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SS.FC.PK3.6 With guidance and support, explain some rules in the home and in the classroom.	
SS.FC.PK3.6a Identify some rules for different settings.	

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SS.FC.PK3.6b Identify appropriate choices to promote positive interactions.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SS.FC.PK3.7 With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	
SS.FC.PK3.8 With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).	
SS.FC.PK3.9 With guidance and support, describe a simple sequence of familiar events.	1S Responds to Picture
OUR WORLD	
Understand the importance of people, resources and the environment.	
SS.OW.PK3.1 With guidance and support, treat classroom materials and belongings of others with care.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Three-Year-Old Child
SS.OW.PK3.2 With guidance and support, identify location and some physical features of familiar places in the environment.	11A Uses Prepositions and Irregular Plural Nouns Parent/Teacher Feedback Form – Three-Year-Old Child
SS.OW.PK3.3 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).	
SS.OW.PK3.4 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.	
SS.OW.PK3.5 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).	
HISTORY AND EVENTS	
Understand events that happened in the past.	
SS.HE.PK3.1 With guidance and support, describe a simple series of familiar events.	1S Responds to Picture Self-help and Social-Emotional Scales
SS.HE.PK3.2 With guidance and support, begin to understand events that happened in the past.	Self-help and Social-Emotional Scales

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Reading Standards for LITERATURE	
Key Ideas and Details	
ELA.RL.PK4.1 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> ”).	Reading Readiness Scale
ELA.RL.PK4.2 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).	Reading Readiness Scale
ELA.RL.PK4.3 With prompting and support, identify some characters, settings and/or major events in a story.	Reading Readiness Scale
Craft and Structure	
ELA.RL.PK4.4 Exhibit curiosity and interest in learning words in print.	Reading Readiness Scale
ELA.RL.PK4.4a Develop new vocabulary from stories.	
ELA.RL.PK4.4b Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).	Reading Readiness Scale
ELA.RL.PK4.5 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).	Reading Readiness Scale
ELA.RL.PK4.5a Identify the front cover, back cover and title page of a book.	Reading Readiness Scale
ELA.RL.PK4.6 With prompting and support, identify the role of the “author” and “illustrator”.	
Integration of Knowledge and Ideas	
ELA.RL.PK4.7 With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).	
ELA.RL.PK4.8 No developmentally appropriate standard.	
ELA.RL.PK4.9 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).	
Range of Reading and Level of Text Complexity	
ELA.RL.PK4.10 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).	Reading Readiness Scale
Reading Standards for INFORMATIONAL TEXT	
Key Ideas and Details	
ELA.RI.PK4.1 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).	Reading Readiness Scale

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ELA.RI.PK4.2 With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	Reading Readiness Scale
ELA.RI.PK4.3 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).	Reading Readiness Scale
Craft and Structure	
ELA.RI.PK4.4 Exhibit curiosity and interest about words in a variety of informational texts.	
ELA.RI.PK4.5 With prompting and support, identify the front cover, back cover and title page of a book.	Reading Readiness Scale
ELA.RI.PK4.6 With prompting and support, identify the role of the “author” and “illustrator” in informational text.	
Integration of Knowledge and Ideas	
ELA.RI.PK4.7 With prompting and support, make connections between self and text and/or information and text.	
ELA.RI.PK4.8 With prompting and support, explore the purpose of the informational text as it relates to self.	
ELA.RI.PK4.9 With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	
Range of Reading and Level of Text Complexity	
ELA.RI.PK4.10 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).	Reading Readiness Scale
Reading Standards for FOUNDATIONAL SKILLS	
Print Concepts	
ELA.RF.PK4.1 With prompting and support, demonstrate understanding of conventions of print.	Reading Readiness Scale
ELA.RF.PK4.1a Understand that print moves from left to right, top to bottom and page by page.	Reading Readiness Scale
ELA.RF.PK4.1b Recognize an association between spoken and written words.	Reading Readiness Scale
ELA.RF.PK4.1c Understand that words are separated by spaces in print.	
ELA.RF.PK4.1d Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.RF.PK4.1e Recognize words as a unit of print and understand that letters are grouped to form words.	

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ELA.RF.PK4.1f Differentiate letters from numbers.	Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.RF.PK4.1g Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	Parent/Teacher Feedback Form – Four-Year-Old Child
Phonological Awareness	
ELA.RF.PK4.2 With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.	7S Auditory Discrimination
ELA.RF.PK4.2a Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).	Reading Readiness Scale
ELA.RF.PK4.2b Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.	
ELA.RF.PK4.2c No developmentally appropriate standard.	
ELA.RF.PK4.2d With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.	7S Auditory Discrimination
ELA.RF.PK4.2e Engage in language play (e.g., sound patterns, rhyming patterns, songs).	Reading Readiness Scale
ELA.RF.PK4.2f Demonstrate awareness of the relationship between sounds and letters.	
ELA.RF.PK4.3 With prompting and support, demonstrate emergent phonics and word analysis skills.	7S Auditory Discrimination
ELA.RF.PK4.3a Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	7S Auditory Discrimination
ELA.RF.PK4.3b No developmentally appropriate standard.	
ELA.RF.PK4.3c Recognize own name, environmental print and some common high-frequency sight words.	Reading Readiness Scale
ELA.RF.PK4.3d No developmentally appropriate standard.	
Fluency	
ELA.RF.PK4.4 Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	Reading Readiness Scale Parent/Teacher Feedback Form – Four-Year-Old Child
Standards for WRITING	
Text Types and Purposes	
ELA.W.PK4.1 With prompting and support, recognize that writing is a way of communicating for a variety of purposes.	Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.W.PK4.1a Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion.	5B Visual Motor Skills 10S Visual Motor Skills

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ELA.W.PK4.1b Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and) and describe their writing.	5B Visual Motor Skills 10S Visual Motor Skills Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.W.PK4.1c Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories.	5B Visual Motor Skills 10S Visual Motor Skills Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.W.PK4.2 No developmentally appropriate standard.	
ELA.W.PK4.3 No developmentally appropriate standard.	
Production and Distribution of Writing	
ELA.W.PK4.4 No developmentally appropriate standard.	
ELA.W.PK4.5 With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.	
ELA.W.PK4.6 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.	5B Visual Motor Skills 10S Visual Motor Skills Parent/Teacher Feedback Form – Four-Year-Old Child
Research to Build and Present Knowledge	
ELA.W.PK4.7 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.	
ELA.W.PK4.8 With prompting and support, recall information from experiences to answer questions.	1B Knows Personal Information Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.W.PK4.9 No developmentally appropriate standard.	
Range of Writing	
ELA.W.PK4.10 No developmentally appropriate standard.	
Standards for SPEAKING and LISTENING	
Comprehension and Collaboration	
ELA.SL.PK4.1 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.	Self-help and Social-Emotional Scales

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ELA.SL.PK4.1a Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings).	1B Knows Personal Information Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.SL.PK4.1b Engage in extended conversations.	Self-help and Social-Emotional Scales
ELA.SL.PK4.2 With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details.	Reading Readiness Scale
ELA.SL.PK4.3 With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.	1B Knows Personal Information Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
Presentation of Knowledge and Ideas	
ELA.SL.PK4.4 With prompting and support, describe familiar people, places, things and events.	Self-help and Social-Emotional Scales
ELA.SL.PK4.5 With prompting and support, add drawings or other visual displays to descriptions.	
ELA.SL.PK4.6 With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.	Self-help and Social-Emotional Scales
Standards for LANGUAGE	
Conventions of Standard English	
ELA.L.PK4.1 With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage <i>when speaking</i> .	11B Verbal Fluency and Articulation Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.L.PK4.1a Use frequently occurring nouns and verbs.	3B Identifies Pictures by Naming 6S Responds to Picture
ELA.L.PK4.1b Form regular plural nouns by adding /s/ or /es/ (e.g., <i>dog, dogs; dish, dishes</i>).	
ELA.L.PK4.1c Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Reading Readiness Scale

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ELA.L.PK4.1d Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>).	
ELA.L.PK4.1e Produce and expand complete sentences in shared language activities.	11B Verbal Fluency and Articulation
ELA.L.PK4.2 With prompting and support, demonstrate awareness of the conventions of standard English.	Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.L.PK4.2a Write first name, capitalizing the first letter.	Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.L.PK4.2b Develop an awareness of symbols for end punctuation.	
ELA.L.PK4.2c Attempt to write a letter or letters to represent a word.	
ELA.L.PK4.2d Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships.	Parent/Teacher Feedback Form – Four-Year-Old Child
Knowledge of Language	
ELA.L.PK4.3 No developmentally appropriate standard	
Vocabulary Acquisition and Use	
ELA.L.PK4.4 With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	
ELA.L.PK4.4a Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	
ELA.L.PK4.5 With guidance and support, explore word relationships.	3B Identifies Pictures by Naming Parent/Teacher Feedback Form – Four-Year-Old Child
ELA.L.PK4.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
ELA.L.PK4.5b Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., <i>run, walk; fast, slow; soft, hard</i>).	
ELA.L.PK4.5c Identify real-life connections between words and their use (e.g., find examples of things that are <i>smooth, rough</i>).	
ELA.L.PK4.5d Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	Self-help and Social-Emotional Scales
ELA.L.PK4.6 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.	

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MATHEMATICS Standards	
COUNTING AND CARDINALITY	
Know number names and the count sequence.	
M.CC.PK4.1 With prompting and support, recite numbers 1 to 30 in the correct order.	9B Counts by Rote Parent/Teacher Feedback Form – Four-Year-Old Child
M.CC.PK4.2 With prompting and support, recognize, name, and attempt writing numerals 0 – 20.	Parent/Teacher Feedback Form – Four-Year-Old Child
Count to tell the number of objects.	
M.CC.PK4.3 With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.	
M.CC.PK4.4 With guidance and support, understand the relationship between numerals and quantities.	10B Recognizes Quantities 8S Matches Quantities with Numerals Parent/Teacher Feedback Form – Four-Year-Old Child
M.CC.PK4.4a Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.	10B Recognizes Quantities 8S Matches Quantities with Numerals Parent/Teacher Feedback Form – Four-Year-Old Child
M.CC.PK4.4b Match quantities and numerals 0 – 10.	10B Recognizes Quantities 8S Matches Quantities with Numerals Parent/Teacher Feedback Form – Four-Year-Old Child
M.CC.PK4.5 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.	10B Recognizes Quantities 8S Matches Quantities with Numerals Parent/Teacher Feedback Form – Four-Year-Old Child
M.CC.PK4.5a Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.	10B Recognizes Quantities 8S Matches Quantities with Numerals

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	Parent/Teacher Feedback Form – Four-Year-Old Child
Compare numbers.	
M.CC.PK4.6 Use comparative language (e.g., <i>more than, less than, equal to, same and different</i>) to compare objects, using developmentally appropriate pre-kindergarten materials.	
OPERATIONS AND ALGEBRAIC THINKING	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
M.OA.PK4.1 With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.	
M.OA.PK4.2 With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	
M.OA.PK4.3 With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.	
M.OA.PK4.4 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).	
MEASUREMENT AND DATA	
Describe and compare measurable attributes.	
M.MD.PK4.1 With guidance and support, recognize measurable attributes of everyday objects such as length, weight and size, using appropriate vocabulary (e.g., <i>small, big, short, tall, empty, full, heavy, light</i>).	
M.MD.PK4.2 With guidance and support, compare two objects using attributes of length, weight and size (e.g., <i>bigger, longer, taller, heavier, same weight, same amount</i>).	
M.MD.PK4.2a Use nonstandard units of measurement.	
M.MD.PK4.2b Explore standard tools of measurement.	
Classify objects and count the number of objects in each category.	
M.MD.PK4.3 With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	
GEOMETRY	
Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).	
M.G.PK4.1 With guidance and support, correctly name shapes.	
M.G.PK4.2 With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.	

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M.G.PK4.3 With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	
M.G.PK4.4 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).	
M.G.PK4.5 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).	
APPROACHES TO LEARNING Standards	
PLAY	
Engage in play.	
AL.P.PK4.1 Cooperate with peers during play by taking turns, sharing materials and inviting others to play.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
AL.P.PK4.2 Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
AL.P.PK4.3 Exhibit creativity and imagination in a variety of forms (e.g., roles, props and language).	Self-help and Social-Emotional Scales
AL.P.PK4.4 Demonstrate active engagement in play.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
CURIOSITY AND INITIATIVE	
Demonstrate curiosity and initiative.	
AL.CI.PK4.1 Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
AL.CI.PK4.2 Ask questions to seek new information.	Self-help and Social-Emotional Scales Reading Readiness Scale

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AL.P.PK4.3 Make independent choices.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
AL.CI.PK4.4 Approach tasks and activities with flexibility, imagination and inventiveness.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
PERSISTENCE AND ATTENTIVENESS	
Demonstrate persistence and attentiveness.	
AL.PA.PK4.1 Follow through to complete a task or activity.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
AL.PA.PK4.2 Demonstrate the ability to remain engaged in an activity or experience.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
AL.PA.PK4.3 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).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
PROBLEM-SOLVING SKILLS	
Demonstrate problem-solving skills.	
AL.PS.PK4.1 Identify a problem or ask a question.	Reading Readiness Scale
AL.PS.PK4.2 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).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
AL.PS.PK4.3 Apply prior learning and experiences to build new knowledge.	

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SOCIAL AND EMOTIONAL Standards	
SOCIAL DEVELOPMENT	
Build and maintain relationships with others.	
SE.SD.PK4.1 Interact appropriately with familiar adults.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.1a Communicate to seek out help with a difficult task, to find comfort and to obtain security.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.1b Engage with a variety of familiar adults for a specific purpose.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.2 Interact appropriately with other children.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.2a Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.2b Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.2c Ask permission to use items or materials of others.	Self-help and Social-Emotional Scales
SE.SD.PK4.2d Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.3 Express empathy and care for others.	Self-help and Social-Emotional Scales

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	Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.3a Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	
SE.SD.PK4.3b Offer and accept encouraging and courteous words to demonstrate kindness.	Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD. PK4.3c With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).	
Work productively toward common goals and activities.	
SE.SD.PK4.4 Participate successfully as a member of a group.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.4a With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	Self-help and Social-Emotional Scales
SE.SD.PK4.4b 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).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.4c Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.5 Join ongoing activities in acceptable ways.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.5a Express to others a desire to play (e.g., say, “I want to play.”).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.5b Lead and follow.	Self-help and Social-Emotional Scales
SE.SD.PK4.5c Move into group with ease.	Self-help and Social-Emotional Scales

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SE.SD.PK4.6 Resolve conflicts with others.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.6a 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.”).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.SD.PK4.6b 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.”).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
EMOTIONAL DEVELOPMENT	
Demonstrate awareness of self and capabilities.	
SE.E.PK4.1 Demonstrate trust in self.	Self-help and Social-Emotional Scales
SE.E.PK4.1a 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 ...”).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.1b Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).	Self-help and Social-Emotional Scales
SE.E.PK4.2 Develop personal preferences.	Self-help and Social-Emotional Scales
SE.E.PK4.2a Express independence, interest and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).	Self-help and Social-Emotional Scales
SE.E.PK4.2b Select and complete tasks (e.g., finish a puzzle or drawing).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.3 Show flexibility, inventiveness and interest in solving problems.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.3a Make alternative choices (e.g., move to another area when a center is full).	

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SE.E.PK4.3b Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.4 Know personal information.	1B Knows Personal Information Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.4a Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	1B Knows Personal Information Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.4b Refer to self by first and last name.	1B Knows Personal Information Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.4c Know parent(s)/guardian(s) name(s).	
Recognize and adapt expressions, behaviors and actions.	
SE.E.PK4.5 Show impulse control with body and actions.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.5a Control own body in space (e.g., move safely through room without harm to self or others).	6B Gross Motor Skills 9S Gross Motor Skills Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.5b Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	8B Follows Verbal Directions Parent/Teacher Feedback Form – Four-Year-Old Child Self-help and Social-Emotional Scales
SE.E.PK4.5c Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).	
SE.E.PK4.6 Manage emotions.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child

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SE.E.PK4.6a With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	Self-help and Social-Emotional Scales
SE.E.PK4.6b With prompting and support, recognize emotions (e.g., “I am really mad.”).	Self-help and Social-Emotional Scales
SE.E.PK4.6c With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”).	Self-help and Social-Emotional Scales
SE.E.PK4.6d 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.”).	Self-help and Social-Emotional Scales
SE.E.PK4.7 Follow procedures and routines with teacher support.	8B Follows Verbal Directions Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.7a Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	8B Follows Verbal Directions Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.7b Use materials with care and safety (e.g., use scissors to cut paper).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.7c Take turns sharing information with others (e.g., interact during group time).	1B Knows Personal Information Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SE.E.PK4.8 Demonstrate flexibility in adapting to different environments.	
SE.E.PK4.8a Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	
SE.E.PK4.8b Follow rules (e.g., use outside voice, use inside voice) in different settings.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child

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MISSISSIPPI EARLY LEARNING STANDARDS for FOUR-YEAR-OLD CHILDREN	3-5 Years Assessments
SCIENCE Standards	
PHYSICAL SCIENCE	
Develop awareness of observable properties of objects and materials.	
S.PS.PK4.1 The child will manipulate and explore items in the environment with a wide variety of investigative tools.	
S.PS.PK4.2 With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float).	2B Names Colors Parent/Teacher Feedback Form – Four-Year-Old Child
S.PS.PK4.3 With prompting and support, explore how solid objects can be constructed from a smaller set.	
S.PS.PK4.3a 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)	
S.PS.PK4.3b No developmentally appropriate standard.	
S.PS.PK4.3c With teacher guidance, explore why things may not work the same if some of the parts are missing.	
S.PS.PK4.4 With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	
LIFE SCIENCE	
Acquire scientific knowledge related to life science.	
S.LS.PK4.1 With prompting and support, name and identify the five senses and the corresponding body parts for each.	7B Names Parts of the Body Parent/Teacher Feedback Form – Four-Year-Old Child
S.LS.PK4.2 With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.	
S.LS.PK4.2a 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.	
S.LS.PK4.2b Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.	
S.LS.PK4.2c 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.	
S.LS.PK4.2c With prompting and support, explore what animals and plants need to live and grow.	

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S.LS.PK4.3a With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.	
S.LS.PK4.4 With guidance and support, explore characteristics of living and non-living things.	
S.LS.PK4.4a 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.	
S.LS.PK4.4b With teacher guidance, create a visual representation of the information gained and results of the experiment.	
S.LS.PK4.4c With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.	
EARTH AND SPACE SCIENCE	
Apply scientific knowledge related to earth science and space.	
S.ES.PK4.1 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).	
S.ES.PK4.1a With teacher guidance, collect and display daily data about weather and seasonal activity.	
S.ES.PK4.2 With prompting and support, identify characteristics of the clouds, sun, moon and stars.	
S.ES.PK4.2a With teacher guidance, create a simple model of common elements of day and night.	
S.ES.PK4.2b With teacher guidance, construct a device which would protect from sun and/or rain.	
S.ES.PK4.3 With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves).	
S.ES.PK4.3a Participate in a teacher led activity to identify and reuse materials.	
S.ES.PK4.3b With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g. pencil holder or musical instrument).	
TECHNOLOGY	
Identify and explore a variety of technology tools.	
S.T.PK4.1 Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	
S.T.PK4.2 Use technology tools to gather and/or communicate information.	

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S.T.PK4.3 With prompting and support, invent and construct simple objects or structures using technology tools.	
PHYSICAL DEVELOPMENT Standards	
GROSS MOTOR SKILLS	
Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.	
PD.GM.PK4.1 Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	7B Names Parts of the Body Parent/Teacher Feedback Form – Four-Year-Old Child
PD.GM.PK4.2 Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	6B Gross Motor Skills 9S Gross Motor Skills Parent/Teacher Feedback Form – Four-Year-Old Child
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
PD.GM.PK4.3 With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	6B Gross Motor Skills 9S Gross Motor Skills Parent/Teacher Feedback Form – Four-Year-Old Child
PD.GM.PK4.4 Use various types of equipment (e.g., playground equipment, tricycles, slides).	
PD.GM.PK4.5 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).	
FINE MOTOR SKILLS	
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
PD.FM.PK4.1 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).	5B Visual Motor Skills 10S Visual Motor Skills Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	

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PD.FM.PK4.2 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).	
PD.FM.PK4.3 Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	5B Visual Motor Skills 10S Visual Motor Skills Self-help and Social-Emotional Scales
Participate in fine motor activity for self-expression and/or social interaction	
PD.FM.PK4.4 With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	Parent/Teacher Feedback Form – Four-Year-Old Child
PD.FM.PK4.5 With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play).	Parent/Teacher Feedback Form – Four-Year-Old Child
Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.	
PD.FM.PK4.6 With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self and manipulating fasteners).	Self-help and Social-Emotional Scales
SELF-CARE, HEALTH AND SAFETY SKILLS	
Demonstrate an awareness and practice of safety rules.	
PD.SHS.PK4.1 With prompting and support, identify safety rules (e.g., classroom, home, community).	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
PD.SHS.PK4.2 With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
PD.SHS.PK4.3 With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	8B Follows Verbal Directions Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
Demonstrate an emerging (developing) use of standard health practices.	
PD.SHS.PK4.4 With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene).	Self-help and Social-Emotional Scales
PD.SHS.PK4.5 With prompting and support, participate in a variety of physical activities.	

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PD.SHS.PK4.6 With prompting and support, identify nutritious foods.	
SOCIAL STUDIES Standards	
FAMILY AND COMMUNITY	
Understand self in relation to the family and the community.	
SS.FC.PK4.1 Identify self as a member of a family, the learning community and local community.	
SS.FC.PK4.2 With prompting and support, identify similarities and differences in people.	
SS.FC.PK4.3 With prompting and support, describe some family traditions.	
SS.FC.PK4.4 Identify some similarities and differences in family structure, culture, ability, language, age and gender.	
Understand the concept of individual rights and responsibilities.	
SS.FC.PK4.5 With prompting and support, demonstrate responsible behavior related to daily routines.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SS.FC.PK4.6 With prompting and support, explain some rules in the home and in the classroom.	
SS.FC.PK4.6a Identify some rules for different settings.	
SS.FC.PK4.6b Identify appropriate choices to promote positive interactions.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child
SS.FC.PK4.7 With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	
SS.FC.PK4.8 With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).	
SS.FC.PK4.9 With prompting and support, describe a simple sequence of familiar events.	6S Responds to Picture
OUR WORLD	
Understand the importance of people, resources and the environment.	
SS.OW.PK4.1 Treat classroom materials and the belongings of others with care.	Self-help and Social-Emotional Scales Parent/Teacher Feedback Form – Four-Year-Old Child

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SS.OW.PK4.2 With prompting and support, identify location and some physical features of familiar places in the environment.	
SS.OW.PK4.3 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).	
SS.OW.PK4.4 Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	
SS.OW.PK4.5 Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	
HISTORY AND EVENTS	
Understand events that happened in the past.	
SS.HE.PK4.1 With prompting and support, describe a simple series of familiar events.	6S Responds to Picture
SS.HE.PK4.2 Recognize events that happened in the past.	6S Responds to Picture