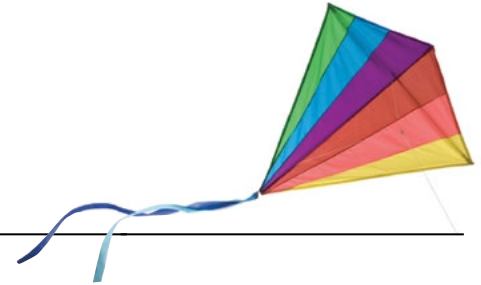




Alignment of



GOLD®

Objectives for Development & Learning:
Birth *Through* Third Grade



WITH

GOLD® Objectives for Development and Learning, Birth Through Third Grade

aligned to

Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children

adopted 2013

COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RL.	READING STANDARDS FOR LITERATURE (Three-year-old children)
NUMBERED ITEMS		Key Ideas and Details
INDICATOR	EL.3.RL.1.	<p>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.”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	EL.3.RL.2.	<p>With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
INDICATOR	EL.3.RL.3.	<p>With guidance and support, identify common objects in the pictures of books.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RL.	READING STANDARDS FOR LITERATURE (Three-year-old children)
NUMBERED ITEMS		Craft and Structure
INDICATOR	EL.3.RL.4.	With guidance and support, exhibit curiosity and interest that print conveys meaning.

INDICATOR	EL.3.RL.4.a.	<p>Increase vocabulary through conversations with adults and peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	EL.3.RL.4.b.	<p>Identify real-world print (e.g., labels in the classroom, signs in the community).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RL.	READING STANDARDS FOR LITERATURE (Three-year-old children)
NUMBERED ITEMS		Craft and Structure
INDICATOR	EL.3.RL.5.	<p>With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
INDICATOR	EL.3.RL.6.	<p>With guidance and support, identify the terms “author” and “illustrator”.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RL.	READING STANDARDS FOR LITERATURE (Three-year-old children)
NUMBERED ITEMS		Integration of Knowledge and Ideas

INDICATOR	EL.3.RL.7.	With guidance and support, make connections between self and real-life experiences as they relate to classroom books. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	EL.3.RL.8.	(Not appropriate for literature as indicated in the CCSS for ELA) No Correlations
INDICATOR	EL.3.RL.9.	With guidance and support, recall a sequence of events in familiar stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RL.	READING STANDARDS FOR LITERATURE (Three-year-old children)
NUMBERED ITEMS		Range of Reading and Level of Text Complexity
INDICATOR	EL.3.RL.10.	With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RI.	READING STANDARDS FOR INFORMATIONAL TEXT (Three-year-old children)
NUMBERED ITEMS		Key Ideas and Details
INDICATOR	EL.3.RI.1.	With guidance and support, answer questions related to a variety of print materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures

INDICATOR	EL.3.RI.2.	<p>With guidance and support, identify the main topic/idea and demonstrate some details through play (e.g., dramatic play, art, writing, math, building blocks, science, music, and/or manipulatives).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	EL.3.RI.3.	<p>With guidance and support, identify the connections between self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child's life).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RI.	READING STANDARDS FOR INFORMATIONAL TEXT (Three-year-old children)
NUMBERED ITEMS		Craft and Structure
INDICATOR	EL.3.RI.4.	<p>With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
INDICATOR	EL.3.RI.5.	<p>With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
INDICATOR	EL.3.RI.6.	<p>With guidance and support, identify the terms “author” and “illustrator”.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>



COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RI.	READING STANDARDS FOR INFORMATIONAL TEXT (Three-year-old children)
NUMBERED ITEMS		Integration of Knowledge and Ideas
INDICATOR	EL.3.RI.7.	<p>With guidance and support, make connections between self and real-life experiences as they relate to classroom books.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	EL.3.RI.8.	<p>No developmentally appropriate standard.</p> <p>No Correlations</p>
INDICATOR	EL.3.RI.9.	<p>No developmentally appropriate standard.</p> <p>No Correlations</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RI.	READING STANDARDS FOR INFORMATIONAL TEXT (Three-year-old children)
NUMBERED ITEMS		Range of Reading and Level of Text Complexity
INDICATOR	EL.3.RI.10.	<p>With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music,).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (Three-year-old children)
NUMBERED ITEMS		Print Concepts
INDICATOR	EL.3.RF.1.	With guidance and support, demonstrate basic features of print.
INDICATOR	EL.3.RF.1.a.	<p>Recognize that spoken words can be written and convey meaning.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>

INDICATOR	EL.3.RF.1.b.	<p>Recognize and name some letters in their first name.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.2 Recognizes and names a few letters in own name</p>
INDICATOR	EL.3.RF.1.c.	<p>Recognize some numbers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.2 Recognizes and names a few numerals</p>
INDICATOR	EL.3.RF.1.d.	<p>Recognize that print moves from left to right, top to bottom, and page by page.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (Three-year-old children)
NUMBERED ITEMS		Phonological Awareness
INDICATOR	EL.3.RF.2.	With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.
INDICATOR	EL.3.RF.2.a.	<p>Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
INDICATOR	EL.3.RF.2.b.	<p>Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>



INDICATOR	EL.3.RF.2.c.	<p>Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
INDICATOR	EL.3.RF.2.d.	<p>Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.4 Copies simple repeating patterns</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (Three-year-old children)
NUMBERED ITEMS		Phonological Awareness
INDICATOR	EL.3.RF.3.	<p>With guidance and support, demonstrate emergent (developing) phonological awareness skills (e.g., recognize first name in print).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (Three-year-old children)
NUMBERED ITEMS		Fluency
INDICATOR	EL.3.RF.4.	<p>With guidance and support, display emergent (developing) reading behavior through pretend reading and picture reading.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.W.	WRITING STANDARDS (Three-year-old children)
NUMBERED ITEMS		Text Types and Purposes

INDICATOR	EL.3.W.1.	With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	EL.3.W.2.	No developmentally appropriate standard. No Correlations
INDICATOR	EL.3.W.3.	No developmentally appropriate standard. No Correlations
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.W.	WRITING STANDARDS (Three-year-old children)
NUMBERED ITEMS		Production and Distribution of Writing
INDICATOR	EL.3.W.4.	No developmentally appropriate standard. No Correlations
INDICATOR	EL.3.W.5.	No developmentally appropriate standard. No Correlations
INDICATOR	EL.3.W.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. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.W.	WRITING STANDARDS (Three-year-old children)
NUMBERED ITEMS		Research to Build and Present Knowledge
INDICATOR	EL.3.W.7.	No developmentally appropriate standard. No Correlations
INDICATOR	EL.3.W.8.	No developmentally appropriate standard. No Correlations

INDICATOR	EL.3.W.9.	No developmentally appropriate standard. No Correlations
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.W.	WRITING STANDARDS (Three-year-old children)
NUMBERED ITEMS		Range of Writing
INDICATOR	EL.3.W.10.	No developmentally appropriate standard. No Correlations
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SL.	SPEAKING AND LISTENING STANDARDS (Three-year-old children)
NUMBERED ITEMS		Comprehension and Collaboration
INDICATOR	EL.3.SL.1.	With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one- on-one interactions). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
INDICATOR	EL.3.SL.2.	With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.5 Emerging to 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	EL.3.SL.3.	With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.5 Emerging to 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SL.	SPEAKING AND LISTENING STANDARDS (Three-year-old children)
NUMBERED ITEMS		Presentation of Knowledge and Ideas

INDICATOR	EL.3.SL.4.	With guidance and support, describe familiar people, places, things, and events. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items
INDICATOR	EL.3.SL.5.	No developmentally appropriate standard. No Correlations
INDICATOR	EL.3.SL.6.	With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and needs clearly. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.5 Emerging to 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.L.	LANGUAGE STANDARDS (Three-year-old children)
NUMBERED ITEMS		Conventions of Standard English
INDICATOR	EL.3.L.1.	With guidance and support, demonstrate age appropriate Standard English.
INDICATOR	EL.3.L.1.a.	Ask and answer questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR	EL.3.L.1.b.	Use simple prepositions (e.g., in, out, on, off). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
INDICATOR	EL.3.L.1.c.	Use proper words instead of slang or baby talk. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.L.	LANGUAGE STANDARDS (Three-year-old children)
NUMBERED ITEMS		Conventions of Standard English



INDICATOR	EL.3.L.2.	No developmentally appropriate standard. No Correlations
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.L.	LANGUAGE STANDARDS (Three-year-old children)
NUMBERED ITEMS		Knowledge of Language
INDICATOR	EL.3.L.3.	No developmentally appropriate standard. No Correlations
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.L.	LANGUAGE STANDARDS (Three-year-old children)
NUMBERED ITEMS		Vocabulary Acquisition and Use
INDICATOR	EL.3.L.4.	With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.5 Emerging to 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
INDICATOR	EL.3.L.5.	With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
INDICATOR	EL.3.L.6.	With guidance and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.M.CC.	MATHEMATICS STANDARDS: COUNTING AND CARDINALITY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Know number names and the count sequence.

INDICATOR	EL.3.M.CC.1.	With guidance and support, recite numbers 1 to 5 or beyond from memory. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR	EL.3.M.CC.2.	With guidance and support, attempt to write a combination of written representations (e.g., scribbling or drawing). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.2 Recognizes and names a few numerals
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.M.CC.	MATHEMATICS STANDARDS: COUNTING AND CARDINALITY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Count to tell the number of objects.
INDICATOR	EL.3.M.CC.3.	With guidance and support, attempt to count concrete objects and actions up to 3. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.M.CC.	MATHEMATICS STANDARDS: COUNTING AND CARDINALITY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Compare numbers.
INDICATOR	EL.3.M.CC.4.	With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.M.OA.	MATHEMATICS STANDARDS: OPERATIONS AND ALGEBRAIC THINKING DOMAIN (Three-year-old children)
NUMBERED ITEMS		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.



INDICATOR	EL.3.M.OA.1.	<p>With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
INDICATOR	EL.3.M.OA.2.	<p>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).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.M.MD.	MATHEMATICS STANDARDS: MEASUREMENT AND DATA DOMAIN (Three-year-old children)
NUMBERED ITEMS		Describe and compare measurable attributes.
INDICATOR	EL.3.M.MD.1.	<p>With guidance and support, experiment with measurable attributes of everyday objects (e.g., big, little, tall, short, full, empty, heavy, light).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
INDICATOR	EL.3.M.MD.2.	<p>With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.M.MD.	MATHEMATICS STANDARDS: MEASUREMENT AND DATA DOMAIN (Three-year-old children)
NUMBERED ITEMS		Classify objects and count the number of objects in each category.

INDICATOR	EL.3.M.MD.3.	With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.3 Emerging to 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.M.G.	MATHEMATICS STANDARDS: GEOMETRY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Explore, identify, and describe shapes (squares, circles, rectangles).
INDICATOR	EL.3.M.G.1.	With guidance and support, correctly name circles, squares, and triangles. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.3 Emerging to 21b.4 Identifies a few basic shapes (circle, square, triangle)
INDICATOR	EL.3.M.G.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.3 Emerging to 21b.4 Identifies a few basic shapes (circle, square, triangle)
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.M.G.	MATHEMATICS STANDARDS: GEOMETRY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Analyze, compare, create, and compose shapes.
INDICATOR	EL.3.M.G.3.	With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.AL.PL.	APPROACHES TO LEARNING STANDARDS: PLAY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Engage in play.

INDICATOR	EL.3.AL.PL.1.	<p>With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.3 Emerging to 3a.4 Takes turns</p>
INDICATOR	EL.3.AL.PL.2.	<p>With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR	EL.3.AL.PL.3.	<p>With guidance and support, begin to exhibit creativity and imagination in a variety of forms.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR	EL.3.AL.PL.4.	<p>With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.AL.CI.	APPROACHES TO LEARNING STANDARDS: CURIOSITY AND INITIATIVE DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate curiosity and initiative.
INDICATOR	EL.3.AL.CI.1.	<p>Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>

INDICATOR	EL.3.AL.CI.2.	<p>Begin to ask questions to seek new information.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR	EL.3.AL.CI.3.	<p>Demonstrate an increasing ability to make independent choices.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR	EL.3.AL.CI.4.	<p>With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.AL.PA.	APPROACHES TO LEARNING STANDARDS: PERSISTENCE AND ATTENTIVENESS DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate persistence and attentiveness.
INDICATOR	EL.3.AL.PA.1.	<p>With guidance and support, follow through to complete a task or activity.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR	EL.3.AL.PA.2.	<p>With guidance and support, demonstrate the ability to remain engaged in an activity or experience.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>

INDICATOR	EL.3.AL.PA.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.AL.PR.	APPROACHES TO LEARNING STANDARDS: PROBLEM-SOLVING SKILLS DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate problem-solving skills.
INDICATOR	EL.3.AL.PR.1.	Identify a problem or ask a question. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
INDICATOR	EL.3.AL.PR.2.	Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
INDICATOR	EL.3.AL.PR.3.	With guidance and support apply prior learning and experiences to build new knowledge. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.5 Emerging to 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Build and maintain relationships with others.
INDICATOR	EL.3.SED.SD.1.	Interact appropriately with familiar adults.

INDICATOR	EL.3.SED.SD.1.a.	With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	EL.3.SED.SD.1.b.	With guidance and support, engage with a variety of familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Build and maintain relationships with others.
INDICATOR	EL.3.SED.SD.2.	Interact appropriately with other children.
INDICATOR	EL.3.SED.SD.2.a.	Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	EL.3.SED.SD.2.b.	Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
INDICATOR	EL.3.SED.SD.2.c.	With guidance and support, ask permission to use materials belonging to someone else. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.5 Emerging to 3a.6 Initiates the sharing of materials in the classroom and outdoors

INDICATOR	EL.3.SED.SD.2.d.	Acknowledge needs and rights of others (e.g., “It’s your turn on the swing.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Build and maintain relationships with others.
INDICATOR	EL.3.SED.SD.3.	Express empathy and care for others.
INDICATOR	EL.3.SED.SD.3.a.	With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	EL.3.SED.SD.3.b.	Begin to offer and accept encouraging and courteous words to demonstrate kindness. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	EL.3.SED.SD.3.c.	With guidance and support, identify emotional cues of others and react in a positive manner (e.g., “You seem sad.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Work productively toward common goals and activities.
INDICATOR	EL.3.SED.SD.4.	Participate successfully as a member of a group.

INDICATOR	EL.3.SED.SD.4.a.	<p>With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.5 Emerging to 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR	EL.3.SED.SD.4.b.	<p>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).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
INDICATOR	EL.3.SED.SD.4.c.	<p>With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Work productively toward common goals and activities.
INDICATOR	EL.3.SED.SD.5.	Join ongoing activities in acceptable ways.
INDICATOR	EL.3.SED.SD.5.a.	<p>Begin to express to others a desire to play (e.g., “I want to play.”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>
INDICATOR	EL.3.SED.SD.5.b.	<p>With guidance and support, lead and follow.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>

INDICATOR	EL.3.SED.SD.5.c.	With guidance and support, move into group with ease. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Work productively toward common goals and activities.
INDICATOR	EL.3.SED.SD.6.	Resolve conflicts with others.
INDICATOR	EL.3.SED.SD.6.a.	With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems
INDICATOR	EL.3.SED.SD.6.b.	With guidance and support, use courteous words and actions (e.g., “Please give me the book.” “I’m sorry I stepped on your mat.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate awareness of self and capabilities.
INDICATOR	EL.3.SED.ED.1.	Demonstrate trust in self.
INDICATOR	EL.3.SED.ED.1.a.	Begin to make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	EL.3.SED.ED.1.b.	<p>Begin to identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate awareness of self and capabilities.
INDICATOR	EL.3.SED.ED.2.	Develop personal preferences.
INDICATOR	EL.3.SED.ED.2.a.	<p>Begin to express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	EL.3.SED.ED.2.b.	<p>With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate awareness of self and capabilities.
INDICATOR	EL.3.SED.ED.3.	Show flexibility, inventiveness, and interest in solving problems.
INDICATOR	EL.3.SED.ED.3.a.	<p>With guidance and support, make alternative choices (e.g., move to another area when a center is full).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs</p>

INDICATOR	EL.3.SED.ED.3.b.	With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate awareness of self and capabilities.
INDICATOR	EL.3.SED.ED.4.	Know personal information.
INDICATOR	EL.3.SED.ED.4.a.	With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	EL.3.SED.ED.4.b.	Begin to refer to self by first name. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	EL.3.SED.ED.4.c.	With guidance and support, know parents'/guardians' names. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Recognize and adapt expressions, behaviors, and actions.
INDICATOR	EL.3.SED.ED.5.	Show impulse control with body and actions.
INDICATOR	EL.3.SED.ED.5.a.	Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	EL.3.SED.ED.5.b.	With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	EL.3.SED.ED.5.c.	With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Recognize and adapt expressions, behaviors, and actions.
INDICATOR	EL.3.SED.ED.6.	Manage emotions.
INDICATOR	EL.3.SED.ED.6.a.	With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	EL.3.SED.ED.6.b.	With guidance and support, recognize emotions (e.g., “I am really mad.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	EL.3.SED.ED.6.c.	With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification

INDICATOR	EL.3.SED.ED.6.d.	With guidance and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Recognize and adapt expressions, behaviors, and actions.
INDICATOR	EL.3.SED.ED.7.	Follow procedures and routines with teacher support.
INDICATOR	EL.3.SED.ED.7.a.	Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
INDICATOR	EL.3.SED.ED.7.b.	With guidance and support, use materials with care and safety (e.g., use scissors to cut paper). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	EL.3.SED.ED.7.c.	Begin to take turns and to share information with others (e.g., interact during group time). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Take turns
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Recognize and adapt expressions, behaviors, and actions.
INDICATOR	EL.3.SED.ED.8.	Demonstrate flexibility in adapting to different environments.

INDICATOR	EL.3.SED.ED.8.a.	With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	EL.3.SED.ED.8.b.	With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SC.SI.	SCIENCE STANDARDS: SCIENTIFIC METHOD AND INQUIRY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Engage in simple investigations.
INDICATOR	EL.3.SC.SI.1.	With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	EL.3.SC.SI.2.	With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	EL.3.SC.SI.3.	With guidance and support, use a variety of simple tools to make investigations. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	EL.3.SC.SI.4.	With guidance and support, work collaboratively with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SC.SI.	SCIENCE STANDARDS: SCIENTIFIC METHOD AND INQUIRY DOMAIN (Three-year-old children)

NUMBERED ITEMS		Use the five senses to explore and investigate the environment.
INDICATOR	EL.3.SC.SI.5.	<p>With guidance and support, identify the body parts associated with the use of each of the five senses.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SC.PS.	SCIENCE STANDARDS: PHYSICAL SCIENCE DOMAIN (Three-year-old children)
NUMBERED ITEMS		Develop awareness of observable properties of objects and materials.
INDICATOR	EL.3.SC.PS.1.	<p>Begin to manipulate and explore a wide variety of objects and materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	EL.3.SC.PS.2.	<p>With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	EL.3.SC.PS.3.	<p>With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SC.LS.	SCIENCE STANDARDS: LIFE SCIENCE DOMAIN (Three-year-old children)
NUMBERED ITEMS		Develop an awareness of living things.
INDICATOR	EL.3.SC.LS.1.	<p>With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	EL.3.SC.LS.2.	<p>With guidance and support, describe individual characteristics of self, other living things and people.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things

COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SC.ES.	SCIENCE STANDARDS: EARTH SCIENCE DOMAIN (Three-year-old children)
NUMBERED ITEMS		Develop an awareness of earth science and space.
INDICATOR	EL.3.SC.ES.1.	With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	EL.3.SC.ES.2.	Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	EL.3.SC.ES.3.	With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SC.TE.	SCIENCE STANDARDS: TECHNOLOGY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Identify and explore a variety of technology tools.
INDICATOR	EL.3.SC.TE.1.	With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines). <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.PD.GM.	PHYSICAL DEVELOPMENT STANDARDS: GROSS MOTOR SKILLS DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.
INDICATOR	EL.3.PD.GM.1.	Identify body parts (e.g., knee, foot, arm). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

INDICATOR	EL.3.PD.GM.2.	<p>With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.PD.GM.	PHYSICAL DEVELOPMENT STANDARDS: GROSS MOTOR SKILLS DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.
INDICATOR	EL.3.PD.GM.3.	<p>With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p>
INDICATOR	EL.3.PD.GM.4.	<p>With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p>
INDICATOR	EL.3.PD.GM.5.	<p>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).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>

COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.PD.GM.	PHYSICAL DEVELOPMENT STANDARDS: GROSS MOTOR SKILLS DOMAIN (Three-year-old children)
NUMBERED ITEMS		Participate in physical activity for self-expression and/or social interaction.
INDICATOR	EL.3.PD.GM.6.	<p>With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.PD.FM.	PHYSICAL DEVELOPMENT STANDARDS: FINE MOTOR DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate competency in fine motor skills needed to perform a variety of physical activities.
INDICATOR	EL.3.PD.FM.1.	<p>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).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.PD.FM.	PHYSICAL DEVELOPMENT STANDARDS: FINE MOTOR DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.
INDICATOR	EL.3.PD.FM.2.	<p>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).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>

INDICATOR	EL.3.PD.FM.3.	<p>With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.PD.FM.	PHYSICAL DEVELOPMENT STANDARDS: FINE MOTOR DOMAIN (Three-year-old children)
NUMBERED ITEMS		Participate in fine motor activity for self-expression and/or social interaction.
INDICATOR	EL.3.PD.FM.4.	<p>With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
INDICATOR	EL.3.PD.FM.5.	<p>With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.PD.FM.	PHYSICAL DEVELOPMENT STANDARDS: FINE MOTOR DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.
INDICATOR	EL.3.PD.FM.6.	<p>With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately • Objective 1c.6 Demonstrates confidence in meeting own needs • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.PD.HE.	PHYSICAL DEVELOPMENT STANDARDS: SELF-CARE, HEALTH, AND SAFETY SKILLS DOMAIN (Three-year-old children)

NUMBERED ITEMS		Demonstrate an awareness and practice of safety rules.
INDICATOR	EL.3.PD.HE.1.	<p>With guidance and support, identify and follow safety rules (e.g., classroom, home, community).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	EL.3.PD.HE.2.	<p>With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	EL.3.PD.HE.3.	<p>With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs</p>
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.PD.HE.	PHYSICAL DEVELOPMENT STANDARDS: SELF-CARE, HEALTH, AND SAFETY SKILLS DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate an emerging use of standard health practices.
INDICATOR	EL.3.PD.HE.4.	<p>With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	EL.3.PD.HE.5.	<p>With guidance and support, participate in a variety of physical activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs</p>

INDICATOR	EL.3.PD.HE.6.	With guidance and support, identify nutritious foods. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.CE.MU.	CREATIVE EXPRESSION STANDARDS: MUSIC DOMAIN (Three-year-old children)
NUMBERED ITEMS		Participate in music-related activities.
INDICATOR	EL.3.CE.MU.1.	With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	EL.3.CE.MU.2.	Begin to sing a variety of short songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	EL.3.CE.MU.3.	With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	EL.3.CE.MU.4.	With guidance and support, identify fast and slow tempos. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	EL.3.CE.MU.5.	With guidance and support, recognize a wide variety of sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.CE.DA.	CREATIVE EXPRESSION STANDARDS: DANCE AND MOVEMENT DOMAIN (Three-year-old children)
NUMBERED ITEMS		Demonstrate understanding through the use of music.
INDICATOR	EL.3.CE.DA.1.	With guidance and support, create simple movements (e.g., twirl, turn around, shake). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts

INDICATOR	EL.3.CE.DA.2.	With guidance and support, respond rhythmically to different types of music (e.g., fast, slow). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.CE.TH.	CREATIVE EXPRESSION STANDARDS: THEATRE AND DRAMATIC PLAY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Engage in spontaneous dramatic play throughout the day in a variety of centers.
INDICATOR	EL.3.CE.TH.1.	Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	EL.3.CE.TH.2.	With guidance and support, use available materials as either realistic or symbolic props. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	EL.3.CE.TH.3.	With guidance and support, make up new roles from experiences and/or familiar stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	EL.3.CE.TH.4.	With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.CE.VA.	CREATIVE EXPRESSION STANDARDS: VISUAL ARTS DOMAIN (Three-year-old children)
NUMBERED ITEMS		Create visual art.
INDICATOR	EL.3.CE.VA.1.	With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety of materials and tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	EL.3.CE.VA.2.	With guidance and support, create artwork that reflects an idea, theme, or story. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts

INDICATOR	EL.3.CE.VA.3.	With guidance and support, describe own art work. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SS.FC.	SOCIAL STUDIES STANDARDS: FAMILY AND COMMUNITY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Understand self in relation to the family and the community.
INDICATOR	EL.3.SS.FC.1.	Begin to identify self as a member of a family, the learning community, and local community. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	EL.3.SS.FC.2.	With guidance and support, identify similarities and differences in people. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	EL.3.SS.FC.3.	With guidance and support, describe some family traditions. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	EL.3.SS.FC.4.	With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SS.FC.	SOCIAL STUDIES STANDARDS: FAMILY AND COMMUNITY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Understand the concept of individual rights and responsibilities.
INDICATOR	EL.3.SS.FC.5.	With guidance and support, demonstrate responsible behavior related to daily routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SS.FC.	SOCIAL STUDIES STANDARDS: FAMILY AND COMMUNITY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Understand the concept of individual rights and responsibilities.

INDICATOR	EL.3.SS.FC.6.	With guidance and support, explain some rules in the home and in the classroom.
INDICATOR	EL.3.SS.FC.6.a.	Identify some rules for different settings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	EL.3.SS.FC.6.b.	Identify appropriate choices to promote positive interactions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SS.FC.	SOCIAL STUDIES STANDARDS: FAMILY AND COMMUNITY DOMAIN (Three-year-old children)
NUMBERED ITEMS		Understand the concept of individual rights and responsibilities.
INDICATOR	EL.3.SS.FC.7.	With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	EL.3.SS.FC.8.	With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	EL.3.SS.FC.9.	With guidance and support, describe a simple sequence of familiar events. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SS.OW.	SOCIAL STUDIES STANDARDS: OUR WORLD DOMAIN (Three-year-old children)
NUMBERED ITEMS		Understand the importance of people, resources, and the environment.

INDICATOR	EL.3.SS.OW.1.	With guidance and support, treat classroom materials and belongings of others with care. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	EL.3.SS.OW.2.	With guidance and support, identify location and some physical features of familiar places in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	EL.3.SS.OW.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	EL.3.SS.OW.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. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	EL.3.SS.OW.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
COMPETENCY	MS.EL.3.	Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children
OBJECTIVE	EL.3.SS.HI.	SOCIAL STUDIES STANDARDS: HISTORY AND EVENTS DOMAIN (Three-year-old children)
NUMBERED ITEMS		Understand events that happened in the past.
INDICATOR	EL.3.SS.HI.1.	With guidance and support, describe a simple series of familiar events. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
INDICATOR	EL.3.SS.HI.2.	With guidance and support, begin to understand events that happened in the past. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places

Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children
adopted 2013

COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RL.	READING STANDARDS FOR LITERATURE (Four-year-old children)
NUMBERED ITEMS		Key Ideas and Details
INDICATOR	EL.4.RL.1.	<p>With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask “What is the duck doing?” or respond to “Tell me about the duck”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	EL.4.RL.2.	<p>With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (conversation, drama, props throughout the classroom, creative movement, art, and creative writing).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
INDICATOR	EL.4.RL.3.	<p>With prompting and support, identify some characters, settings, and/or major events in a story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RL.	READING STANDARDS FOR LITERATURE (Four-year-old children)
NUMBERED ITEMS		Craft and Structure
INDICATOR	EL.4.RL.4.	Exhibit curiosity and interest in learning words in print.

INDICATOR	EL.4.RL.4.a.	Develop new vocabulary from stories. Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	EL.4.RL.4.b.	Identify environmental print (e.g., word wall, class dictation). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RL.	READING STANDARDS FOR LITERATURE (Four-year-old children)
NUMBERED ITEMS		Craft and Structure
INDICATOR	EL.4.RL.5.	With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
INDICATOR	EL.4.RL.6.	With prompting and support, identify the role of the author and illustrator. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RL.	READING STANDARDS FOR LITERATURE (Four-year-old children)
NUMBERED ITEMS		Integration of Knowledge and Ideas
INDICATOR	EL.4.RL.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures

INDICATOR	EL.4.RL.8.	(Not appropriate for literature as indicated in the CCSS for ELA.) No Correlations
INDICATOR	EL.4.RL.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RL.	READING STANDARDS FOR LITERATURE (Four-year-old children)
NUMBERED ITEMS		Range of Reading and Level of Text Complexity
INDICATOR	EL.4.RL.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RI.	READING STANDARDS FOR INFORMATIONAL TEXT (Four-year-old children)
NUMBERED ITEMS		Key Ideas and Details
INDICATOR	EL.4.RI.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	EL.4.RI.2.	With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

INDICATOR	EL.4.RI.3.	<p>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).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RI.	READING STANDARDS FOR INFORMATIONAL TEXT (Four-year-old children)
NUMBERED ITEMS		Craft and Structure
INDICATOR	EL.4.RI.4.	<p>Exhibit curiosity and interest about words in a variety of informational texts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
INDICATOR	EL.4.RI.5.	<p>With prompting and support, identify the front cover, back cover, and title page of a book.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
INDICATOR	EL.4.RI.6.	<p>With prompting and support, identify the role of the author and illustrator in informational text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RI.	READING STANDARDS FOR INFORMATIONAL TEXT (Four-year-old children)
NUMBERED ITEMS		Integration of Knowledge and Ideas

INDICATOR	EL.4.RI.7.	With prompting and support, make connections between self and text and/or information and text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	EL.4.RI.8.	With prompting and support, explore the purpose of the informational text as it relates to self. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	EL.4.RI.9.	With prompting and support, identify similarities and differences in illustrations between two texts on the same topic. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RI.	READING STANDARDS FOR INFORMATIONAL TEXT (Four-year-old children)
NUMBERED ITEMS		Range of Reading and Level of Text Complexity
INDICATOR	EL.4.RI.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (Four-year-old children)
NUMBERED ITEMS		Print Concepts
INDICATOR	EL.4.RF.1.	With prompting and support, demonstrate understanding of conventions of print.

INDICATOR	EL.4.RF.1.a.	<p>Recognize an association between spoken and written words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>
INDICATOR	EL.4.RF.1.b.	<p>Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
INDICATOR	EL.4.RF.1.c.	<p>Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
INDICATOR	EL.4.RF.1.d.	<p>Differentiate letters from numbers.</p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
INDICATOR	EL.4.RF.1.e.	<p>Recognize words as a unit of print and understand that letters are grouped to form words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
INDICATOR	EL.4.RF.1.f.	<p>Understand that print moves from left to right, top to bottom, and page by page.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>



INDICATOR	EL.4.RF.1.g.	<p>Understand that words are separated by spaces in print.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (Four-year-old children)
NUMBERED ITEMS		Phonological Awareness
INDICATOR	EL.4.RF.2.	With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.
INDICATOR	EL.4.RF.2.a.	<p>Engage in language play (e.g., sound patterns, rhyming patterns, songs).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.4 Shows awareness that some words begin the same way</p>
INDICATOR	EL.4.RF.2.b.	<p>Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.6 Decides whether two words rhyme</p>
INDICATOR	EL.4.RF.2.c.	<p>Demonstrate awareness of the relationship between sounds and letters.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <p>Objective 16b.4 Produces the correct sounds for 10–20 letters</p>
INDICATOR	EL.4.RF.2.d.	<p>Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>

INDICATOR	EL.4.RF.2.e.	With prompting and support, isolate and pronounce the initial sounds in words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.6 Matches beginning sounds of some words
INDICATOR	EL.4.RF.2.f.	Demonstrate an awareness of ending sounds in words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.6 Matches beginning sounds of some words
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (Four-year-old children)
NUMBERED ITEMS		Phonological Awareness
INDICATOR	EL.4.RF.3.	With prompting and support, demonstrate emergent phonics and word analysis skills.
INDICATOR	EL.4.RF.3.a.	Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
INDICATOR	EL.4.RF.3.b.	Recognize own name, environmental print, and some common high-frequency sight words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (Four-year-old children)
NUMBERED ITEMS		Fluency
INDICATOR	EL.4.RF.4.	Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.W.	WRITING STANDARDS (Four-year-old children)
NUMBERED ITEMS		Text Types and Purposes
INDICATOR	EL.4.W.1.	With prompting and support, recognize that writing is a way of communicating for a variety of purposes.
INDICATOR	EL.4.W.1.a.	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	EL.4.W.1.b.	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	EL.4.W.1.c.	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.W.	WRITING STANDARDS (Four-year-old children)
NUMBERED ITEMS		Text Types and Purposes
INDICATOR	EL.4.W.2.	No developmentally appropriate standard No Correlations
INDICATOR	EL.4.W.3.	No developmentally appropriate standard No Correlations
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.W.	WRITING STANDARDS (Four-year-old children)
NUMBERED ITEMS		Production and Distribution of Writing

INDICATOR	EL.4.W.4.	No developmentally appropriate standard No Correlations
INDICATOR	EL.4.W.5.	With guidance and support, respond to questions/suggestions and add details to strengthen illustrations and/or creative writing as needed. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
INDICATOR	EL.4.W.6.	With prompting and support, explore a variety of tools (e.g., digital media, art materials) to collaboratively produce and publish creative writing. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.W.	WRITING STANDARDS (Four-year-old children)
NUMBERED ITEMS		Research to Build and Present Knowledge
INDICATOR	EL.4.W.7.	With prompting and support, participate in shared research and projects through emergent written representation (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	EL.4.W.8.	With prompting and support, recall information from experiences to answer questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
INDICATOR	EL.4.W.9.	No developmentally appropriate standard No Correlations
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.W.	WRITING STANDARDS (Four-year-old children)
NUMBERED ITEMS		Range of Writing
INDICATOR	EL.4.W.10.	No developmentally appropriate standard No Correlations



COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SL.	SPEAKING AND LISTENING STANDARDS (Four-year-old children)
NUMBERED ITEMS		Comprehension and Collaboration
INDICATOR	EL.4.SL.1.	With guidance and support, participate in collaborative conversations about prekindergarten topics and texts with peers and adults in small and large groups.
INDICATOR	EL.4.SL.1.a.	Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
INDICATOR	EL.4.SL.1.b.	Engage in extended conversations. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SL.	SPEAKING AND LISTENING STANDARDS (Four-year-old children)
NUMBERED ITEMS		Comprehension and Collaboration
INDICATOR	EL.4.SL.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. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	EL.4.SL.3.	With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SL.	SPEAKING AND LISTENING STANDARDS (Four-year-old children)
NUMBERED ITEMS		Presentation of Knowledge and Ideas



INDICATOR	EL.4.SL.4.	<p>With prompting and support, describe familiar people, places, things, and events.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
INDICATOR	EL.4.SL.5.	<p>With prompting and support, add drawings or other visual displays to descriptions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
INDICATOR	EL.4.SL.6.	<p>With prompting and support, demonstrate an emergent ability to express thoughts, feelings, and ideas clearly.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.L.	LANGUAGE STANDARDS (Four-year-old children)
NUMBERED ITEMS		Conventions of Standard English
INDICATOR	EL.4.L.1.	With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.
INDICATOR	EL.4.L.1.a.	<p>Use frequently occurring nouns and verbs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
INDICATOR	EL.4.L.1.b.	<p>Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>



INDICATOR	EL.4.L.1.c.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
INDICATOR	EL.4.L.1.d.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
INDICATOR	EL.4.L.1.e.	Produce and expand complete sentences in shared language activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.L.	LANGUAGE STANDARDS (Four-year-old children)
NUMBERED ITEMS		Conventions of Standard English
INDICATOR	EL.4.L.2.	With prompting and support, demonstrate awareness of the conventions of standard English.
INDICATOR	EL.4.L.2.a.	Write first name, capitalizing the first letter. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.12 Writes accurate first name
INDICATOR	EL.4.L.2.b.	Attempt to write a letter or letters to represent a word. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships

INDICATOR	EL.4.L.2.c.	Experiment with written representations of words, using emergent knowledge of sound-letter relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.L.	LANGUAGE STANDARDS (Four-year-old children)
NUMBERED ITEMS		Knowledge of Language
INDICATOR	EL.4.L.3.	No developmentally appropriate standard No Correlations
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.L.	LANGUAGE STANDARDS (Four-year-old children)
NUMBERED ITEMS		Vocabulary Acquisition and Use
INDICATOR	EL.4.L.4.	With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.
INDICATOR	EL.4.L.4.a.	Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.L.	LANGUAGE STANDARDS (Four-year-old children)
NUMBERED ITEMS		Vocabulary Acquisition and Use
INDICATOR	EL.4.L.5.	With guidance and support, explore word relationships and word meanings.
INDICATOR	EL.4.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroup them using a different characteristic and indicates the reason
INDICATOR	EL.4.L.5.b.	Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).

		<u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.7 Emerging to 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
INDICATOR	EL.4.L.5.c.	Identify real-life connections between words and their use (e.g., find examples of things that are smooth). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	EL.4.L.5.d.	Recognize and demonstrate knowledge of verbs (e.g., acting out, describing). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.L.	LANGUAGE STANDARDS (Four-year-old children)
NUMBERED ITEMS		Vocabulary Acquisition and Use
INDICATOR	EL.4.L.6.	With prompting and support, use words and phrases acquired through conversations, experiences, shared reading, being read to, and responding to texts. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.CC.	MATHEMATICS: COUNTING AND CARDINALITY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Know number names and the count sequence.
INDICATOR	EL.4.CC.1.	With prompting and support, recite numbers to 30 in the correct order. <u>GOLD® Objectives for Development and Learning</u>

		<ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.7 Emerging to 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p>
INDICATOR	EL.4.CC.2.	<p>With prompting and support, recognize, name, and experiment with writing numerals 0 – 10.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.CC.	MATHEMATICS: COUNTING AND CARDINALITY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Count to tell the number of objects.
INDICATOR	EL.4.CC.3.	With guidance and support, understand the relationship between numerals and quantities.
INDICATOR	EL.4.CC.3.a.	<p>Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate preK materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
INDICATOR	EL.4.CC.3.b.	<p>Match quantities and numerals 0 – 5.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.5 Emerging to 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.CC.	MATHEMATICS: COUNTING AND CARDINALITY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Count to tell the number of objects.
INDICATOR	EL.4.CC.4.	Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration.

INDICATOR	EL.4.CC.4.a.	Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate preK materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.CC.	MATHEMATICS: COUNTING AND CARDINALITY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Compare numbers.
INDICATOR	EL.4.CC.5.	Use comparative language (e.g., more than, less than, equal to, or same) to compare objects, using developmentally appropriate preK materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.OA.	MATHEMATICS: OPERATIONS AND ALGEBRAIC THINKING DOMAIN (Four-year-old children)
NUMBERED ITEMS		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.
INDICATOR	EL.4.OA.1.	With guidance and support, experiment with adding and subtracting by using developmentally appropriate preK materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
INDICATOR	EL.4.OA.2.	With guidance and support, model real-world addition and subtraction problems up through 5 using developmentally appropriate preK materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.5 Emerging to 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.OA.	MATHEMATICS: OPERATIONS AND ALGEBRAIC THINKING DOMAIN (Four-year-old children)

NUMBERED ITEMS		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.
INDICATOR	EL.4.OA.3.	With guidance and support, demonstrate an understanding of patterns using developmentally appropriate preK materials.
INDICATOR	EL.4.OA.3.a.	Duplicate and extend simple patterns using concrete objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.MD.	MATHEMATICS: MEASUREMENT AND DATA DOMAIN (Four-year-old children)
NUMBERED ITEMS		Describe and compare measurable attributes.
INDICATOR	EL.4.MD.1.	With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.MD.	MATHEMATICS: MEASUREMENT AND DATA DOMAIN (Four-year-old children)
NUMBERED ITEMS		Describe and compare measurable attributes.
INDICATOR	EL.4.MD.2.	With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).
INDICATOR	EL.4.MD.2.a.	Use nonstandard units of measurement. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
INDICATOR	EL.4.MD.2.b.	Explore standard tools of measurement. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.MD.	MATHEMATICS: MEASUREMENT AND DATA DOMAIN (Four-year-old children)
NUMBERED ITEMS		Classify objects and count the number of objects in each category.

INDICATOR	EL.4.MD.3.	<p>With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.G.	MATHEMATICS: GEOMETRY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
INDICATOR	EL.4.G.1.	<p>With guidance and support, correctly name shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
INDICATOR	EL.4.G.2.	<p>With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
INDICATOR	EL.4.G.3.	<p>With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.G.	MATHEMATICS: GEOMETRY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Analyze, compare, create, and compose shapes.

INDICATOR	EL.4.G.4.	<p>With guidance and support, create and represent shapes using developmentally appropriate preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
INDICATOR	EL.4.G.5.	<p>With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.AL.PL.	APPROACHES TO LEARNING STANDARDS: PLAY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Engage in play.
INDICATOR	EL.4.AL.PL.1.	<p>Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR	EL.4.AL.PL.2.	<p>Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
INDICATOR	EL.4.AL.PL.3.	<p>Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>

INDICATOR	EL.4.AL.PL.4.	Demonstrate active engagement in play. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.AL.CI.	APPROACHES TO LEARNING STANDARDS: CURIOSITY AND INITIATIVE DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate curiosity and initiative.
INDICATOR	EL.4.AL.CI.1.	Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	EL.4.AL.CI.2.	Ask questions to seek new information. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	EL.4.AL.CI.3.	Make independent choices. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
INDICATOR	EL.4.AL.CI.4.	Approach tasks and activities with flexibility, imagination, and inventiveness. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.AL.PA.	APPROACHES TO LEARNING STANDARDS: PERSISTENCE AND ATTENTIVENESS DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate persistence and attentiveness.

INDICATOR	EL.4.AL.PA.1.	Follow through to complete a task or activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
INDICATOR	EL.4.AL.PA.2.	Demonstrate the ability to remain engaged in an activity or experience. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
INDICATOR	EL.4.AL.PA.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.AL.PR.	APPROACHES TO LEARNING STANDARDS: PROBLEM-SOLVING SKILLS DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate problem-solving skills.
INDICATOR	EL.4.AL.PR.1.	Identify a problem or ask a question. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
INDICATOR	EL.4.AL.PR.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
INDICATOR	EL.4.AL.PR.3.	Apply prior learning and experiences to build new knowledge. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children



OBJECTIVE	EL.4.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Build and maintain relationships with others.
INDICATOR	EL.4.SED.SD.1.	Interact appropriately with familiar adults.
INDICATOR	EL.4.SED.SD.1.a.	Communicate to seek out help with difficult task, to find comfort, and to obtain security. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
INDICATOR	EL.4.SED.SD.1.b.	Engage with a variety of familiar adults for a specific purpose. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Build and maintain relationships with others.
INDICATOR	EL.4.SED.SD.2.	Interact appropriately with other children.
INDICATOR	EL.4.SED.SD.2.a.	Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	EL.4.SED.SD.2.b.	Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
INDICATOR	EL.4.SED.SD.2.c.	Ask permission to use items or materials of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors

INDICATOR	EL.4.SED.SD.2.d.	Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Build and maintain relationships with others.
INDICATOR	EL.4.SED.SD.3.	Express empathy and care for others.
INDICATOR	EL.4.SED.SD.3.a.	Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	EL.4.SED.SD.3.b.	Offer and accept encouraging and courteous words to demonstrate kindness. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	EL.4.SED.SD.3.c.	With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Work productively toward common goals and activities.
INDICATOR	EL.4.SED.SD.4.	Participate successfully as a member of a group.

INDICATOR	EL.4.SED.SD.4.a.	With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	EL.4.SED.SD.4.b.	Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	EL.4.SED.SD.4.c.	Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Work productively toward common goals and activities.
INDICATOR	EL.4.SED.SD.5.	Join ongoing activities in acceptable ways.
INDICATOR	EL.4.SED.SD.5.a.	Express to others a desire to play (e.g., say, “I want to play.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	EL.4.SED.SD.5.b.	Lead and follow. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

INDICATOR	EL.4.SED.SD.5.c.	Move into group with ease. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.SD.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Work productively toward common goals and activities.
INDICATOR	EL.4.SED.SD.6.	Resolve conflicts with others.
INDICATOR	EL.4.SED.SD.6.a.	With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.7 Emerging to 3b.8 Resolves social problems through basic negotiation and compromise
INDICATOR	EL.4.SED.SD.6.b.	With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate awareness of self and capabilities.
INDICATOR	EL.4.SED.ED.1.	Demonstrate trust in self.
INDICATOR	EL.4.SED.ED.1.a.	Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

INDICATOR	EL.4.SED.ED.1.b.	Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate awareness of self and capabilities.
INDICATOR	EL.4.SED.ED.2.	Develop personal preferences.
INDICATOR	EL.4.SED.ED.2.a.	Express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	EL.4.SED.ED.2.b.	Select and complete tasks (e.g., finish a puzzle or drawing). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate awareness of self and capabilities.
INDICATOR	EL.4.SED.ED.3.	Show flexibility, inventiveness, and interest in solving problems.
INDICATOR	EL.4.SED.ED.3.a.	Make alternative choices (e.g., move to another area when a center is full). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

INDICATOR	EL.4.SED.ED.3.b.	Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate awareness of self and capabilities.
INDICATOR	EL.4.SED.ED.4.	Know personal information.
INDICATOR	EL.4.SED.ED.4.a.	Describe self using several basic characteristics (e.g., gender, age, hair color, eye color). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	EL.4.SED.ED.4.b.	Refer to self by first and last name. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	EL.4.SED.ED.4.c.	Know parents'/guardians' names. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Recognize and adapt expressions, behaviors, and actions.
INDICATOR	EL.4.SED.ED.5.	Show impulse control with body and actions.
INDICATOR	EL.4.SED.ED.5.a.	Control own body in space (e.g., move safely through room without harm to self or others). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

INDICATOR	EL.4.SED.ED.5.b.	Follow procedures or routines (e.g., come to circle time when the teacher begins to sing). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	EL.4.SED.ED.5.c.	Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Recognize and adapt expressions, behaviors, and actions.
INDICATOR	EL.4.SED.ED.6.	Manage emotions.
INDICATOR	EL.4.SED.ED.6.a.	With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	EL.4.SED.ED.6.b.	With prompting and support, recognize emotions (e.g., “I am really mad.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	EL.4.SED.ED.6.c.	With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification

INDICATOR	EL.4.SED.ED.6.d.	With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Recognize and adapt expressions, behaviors, and actions.
INDICATOR	EL.4.SED.ED.7.	Follow procedures and routines with teacher support.
INDICATOR	EL.4.SED.ED.7.a.	Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
INDICATOR	EL.4.SED.ED.7.b.	Use materials with care and safety (e.g., use scissors to cut paper). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	EL.4.SED.ED.7.c.	Take turns sharing information with others (e.g., interact during group time). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Take turns
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SED.ED.	SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Recognize and adapt expressions, behaviors, and actions.
INDICATOR	EL.4.SED.ED.8.	Demonstrate flexibility in adapting to different environments.

INDICATOR	EL.4.SED.ED.8.a.	Adjust behavior in different settings (e.g., at the library, playground, lunchroom). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	EL.4.SED.ED.8.b.	Follow rules (e.g., use outside voice, use inside voice) in different settings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SC.SI.	SCIENCE STANDARDS: SCIENTIFIC METHOD AND INQUIRY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Engage in simple investigations.
INDICATOR	EL.4.SC.SI.1.	Make observations, make predictions, and ask questions about natural occurrences or events. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	EL.4.SC.SI.2.	Describe, compare, sort and classify, and order objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	EL.4.SC.SI.3.	Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug). <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	EL.4.SC.SI.4.	Explore materials, objects, and events and notice cause and effect. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	EL.4.SC.SI.5.	Describe and communicate observations, results, and ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills

INDICATOR	EL.4.SC.SI.6.	<p>Work collaboratively with others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SC.SI.	SCIENCE STANDARDS: SCIENTIFIC METHOD AND INQUIRY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Use the five senses to explore and investigate the environment.
INDICATOR	EL.4.SC.SI.7.	<p>Name and identify the body parts associated with the use of each of the five senses.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	EL.4.SC.SI.8.	<p>Describe similarities and differences in the environment using the five senses.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SC.PS.	SCIENCE STANDARDS: PHYSICAL SCIENCE DOMAIN (Four-year-old children)
NUMBERED ITEMS		Develop awareness of observable properties of objects and materials.
INDICATOR	EL.4.SC.PS.1.	<p>Manipulate and explore a wide variety of objects and materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	EL.4.SC.PS.2.	<p>Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	EL.4.SC.PS.3.	<p>Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>



INDICATOR	EL.4.SC.PS.4.	Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SC.LS.	SCIENCE STANDARDS: LIFE SCIENCE DOMAIN (Four-year-old children)
NUMBERED ITEMS		Acquire scientific knowledge related to life science.
INDICATOR	EL.4.SC.LS.1.	Name, describe, and distinguish plants, animals, and people by observable characteristics. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	EL.4.SC.LS.2.	Describe plant, animal, and human life cycles. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	EL.4.SC.LS.3.	Describe the needs of living things. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	EL.4.SC.LS.4.	Compare and contrast characteristics of living and nonliving things. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SC.ES.	SCIENCE STANDARDS: EARTH SCIENCE DOMAIN (Four-year-old children)
NUMBERED ITEMS		Apply scientific knowledge related to earth science and space.
INDICATOR	EL.4.SC.ES.1.	Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	EL.4.SC.ES.2.	Identify characteristics of the clouds, sun, moon, and stars. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment

INDICATOR	EL.4.SC.ES.3.	Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SC.TE.	SCIENCE STANDARDS: TECHNOLOGY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Identify and explore a variety of technology tools.
INDICATOR	EL.4.SC.TE.1.	Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	EL.4.SC.TE.2.	Use technology tools to gather and/or communicate information. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	EL.4.SC.TE.3.	With prompting and support, invent and construct simple objects or structures using technology tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.PD.GM.	PHYSICAL DEVELOPMENT STANDARDS: GROSS MOTOR SKILLS DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.
INDICATOR	EL.4.PD.GM.1.	Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion

INDICATOR	EL.4.PD.GM.2.	<p>Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.PD.GM.	PHYSICAL DEVELOPMENT STANDARDS: GROSS MOTOR SKILLS DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.
INDICATOR	EL.4.PD.GM.3.	<p>With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p>
INDICATOR	EL.4.PD.GM.4.	<p>Use various types of equipment (e.g., playground equipment, tricycles, slides).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p>
INDICATOR	EL.4.PD.GM.5.	<p>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).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.PD.FM.	PHYSICAL DEVELOPMENT STANDARDS: FINE MOTOR SKILLS DOMAIN (Four-year-old children)

NUMBERED ITEMS		Demonstrate competency in fine motor skills needed to perform a variety of physical activities.
INDICATOR	EL.4.PD.FM.1.	<p>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).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.8 Uses small, precise finger and hand movements</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.PD.FM.	PHYSICAL DEVELOPMENT STANDARDS: FINE MOTOR SKILLS DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.
INDICATOR	EL.4.PD.FM.2.	<p>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).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.8 Uses small, precise finger and hand movements</p>
INDICATOR	EL.4.PD.FM.3.	<p>Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.7 Emerging to 7a.8 Uses small, precise finger and hand movements</p>
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.PD.FM.	PHYSICAL DEVELOPMENT STANDARDS: FINE MOTOR SKILLS DOMAIN (Four-year-old children)
NUMBERED ITEMS		Participate in fine motor activity for self-expression and/or social interaction.
INDICATOR	EL.4.PD.FM.4.	<p>With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.8 Uses small, precise finger and hand movements</p>

INDICATOR	EL.4.PD.FM.5.	With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.PD.FM.	PHYSICAL DEVELOPMENT STANDARDS: FINE MOTOR SKILLS DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.
INDICATOR	EL.4.PD.FM.6.	With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.PD.HE.	PHYSICAL DEVELOPMENT STANDARDS: SELF-CARE, HEALTH, AND SAFETY SKILLS (Four-year-old children)
NUMBERED ITEMS		Demonstrate an awareness and practice of safety rules.
INDICATOR	EL.4.PD.HE.1.	With prompting and support, identify safety rules (e.g., classroom, home, community). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	EL.4.PD.HE.2.	With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

INDICATOR	EL.4.PD.HE.3.	With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.PD.HE.	PHYSICAL DEVELOPMENT STANDARDS: SELF-CARE, HEALTH, AND SAFETY SKILLS (Four-year-old children)
NUMBERED ITEMS		Demonstrate an emerging (developing) use of standard health practices.
INDICATOR	EL.4.PD.HE.4.	With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	EL.4.PD.HE.5.	With prompting and support, participate in a variety of physical activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	EL.4.PD.HE.6.	With prompting and support, identify nutritious foods. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.CE.MU.	CREATIVE EXPRESSION STANDARDS: MUSIC DOMAIN (Four-year-old children)
NUMBERED ITEMS		Participate in music-related activities.
INDICATOR	EL.4.CE.MU.1.	Create sounds and rhythms using voice, body, instruments, or sound-producing objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	EL.4.CE.MU.2.	Sing a variety of short songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression



INDICATOR	EL.4.CE.MU.3.	Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	EL.4.CE.MU.4.	With prompting and support, identify fast and slow tempos and simple elements of music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	EL.4.CE.MU.5.	With prompting and support, recognize a wide variety of sounds and songs from other cultures. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.CE.DA.	CREATIVE EXPRESSION STANDARDS: DANCE AND MOVEMENT DOMAIN (Four-year-old children)
NUMBERED ITEMS		Demonstrate understanding through the use of movement.
INDICATOR	EL.4.CE.DA.1.	Create simple movements (e.g., twirl, turn around, skip, shake). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	EL.4.CE.DA.2.	Respond rhythmically to different types of music (e.g., fast, slow). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.CE.TH.	CREATIVE EXPRESSION STANDARDS: THEATRE AND DRAMATIC PLAY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Engage in dramatic play throughout the day in a variety of centers.
INDICATOR	EL.4.CE.TH.1.	Imitate roles (e.g., mother, baby, doctor) observed in own life experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	EL.4.CE.TH.2.	Use available materials as either realistic or symbolic props. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language

INDICATOR	EL.4.CE.TH.3.	Make up new roles from experiences and/or familiar stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	EL.4.CE.TH.4.	Imitate characteristics of animals (e.g., the sounds animals make) and of people. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.CE.VA.	CREATIVE EXPRESSION STANDARDS: VISUAL ARTS DOMAIN (Four-year-old children)
NUMBERED ITEMS		Create and respond to visual art.
INDICATOR	EL.4.CE.VA.1.	Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	EL.4.CE.VA.2.	Create artwork that reflects an idea, theme, or story. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	EL.4.CE.VA.3.	Describe own art work. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SS.FC.	SOCIAL STUDIES STANDARDS: FAMILY AND COMMUNITY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Understand self in relation to the family and the community.
INDICATOR	EL.4.SS.FC.1.	Identify self as a member of a family, the learning community, and local community. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	EL.4.SS.FC.2.	With prompting and support, identify similarities and differences in people. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	EL.4.SS.FC.3.	With prompting and support, describe some family traditions. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

INDICATOR	EL.4.SS.FC.4.	Identify some similarities and differences in family structure, culture, ability, language, age and gender. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SS.FC.	SOCIAL STUDIES STANDARDS: FAMILY AND COMMUNITY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Understand the concept of individual rights and responsibilities.
INDICATOR	EL.4.SS.FC.5.	With prompting and support, demonstrate responsible behavior related to daily routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SS.FC.	SOCIAL STUDIES STANDARDS: FAMILY AND COMMUNITY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Understand the concept of individual rights and responsibilities.
INDICATOR	EL.4.SS.FC.6.	With prompting and support, explain some rules in the home and in the classroom.
INDICATOR	EL.4.SS.FC.6.a.	Identify some rules for different settings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	EL.4.SS.FC.6.b.	Identify appropriate choices to promote positive interactions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SS.FC.	SOCIAL STUDIES STANDARDS: FAMILY AND COMMUNITY DOMAIN (Four-year-old children)
NUMBERED ITEMS		Understand the concept of individual rights and responsibilities.

INDICATOR	EL.4.SS.FC.7.	With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	EL.4.SS.FC.8.	With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	EL.4.SS.FC.9.	With prompting and support, describe a simple sequence of familiar events. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SS.OW.	SOCIAL STUDIES STANDARDS: OUR WORLD DOMAIN (Four-year-old children)
NUMBERED ITEMS		Understand the importance of people, resources, and the environment.
INDICATOR	EL.4.SS.OW.1.	Treat classroom materials and the belongings of others with care. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	EL.4.SS.OW.2.	With prompting and support, identify location and some physical features of familiar places in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	EL.4.SS.OW.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). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	EL.4.SS.OW.4.	Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks

INDICATOR	EL.4.SS.OW.5.	Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
COMPETENCY	MS.EL.4.	Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children
OBJECTIVE	EL.4.SS.HI.	SOCIAL STUDIES STANDARDS: HISTORY AND EVENTS DOMAIN (Four-year-old children)
NUMBERED ITEMS		Understand events that happened in the past.
INDICATOR	EL.4.SS.HI.1.	With prompting and support, describe a simple series of familiar events. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
INDICATOR	EL.4.SS.HI.2.	Recognize events that happened in the past. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places

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