Alignment of the Early Learning Standards for Classrooms Serving Four-Year-Old Children

With

the Learning Accomplishment Profile Third Edition (LAP-3)

The following document aligns the Learning Accomplishment Profile – Third Edition (LAP-3) milestones and objectives to the specific domains, domains, and anchor standards in the Early Learning Standards for Classrooms Serving Four-Year-Old Children.

All milestones in the LAP-3 for 36-60 months are aligned with the Early Learning Standards for Classrooms Serving Four-Year-Old Children.

References:
Mississippi Department of Education. *Early Learning and Development Standards Classrooms Serving Four-Year-Old Children*
Learning Accomplishment Profile - Third Edition. Chapel Hill Training Outreach Project, Chapel Hill, NC

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Notes

The LAP-3 is a criterion-referenced instrument that provides a systematic method for assessing young children from 36 months through age 6 years. The LAP-3 is for children functioning in the 36-72 month age range. The LAP-3 includes items for children functioning within the 12-36 month age level.

The domains from the LAP-3 are: Gross Motor (GM), Fine Motor (FM), Pre-Writing (PW), Cognitive (CG), Language (LN), Self-Help (SH), and Personal/Social (PS). All of the items for the Three Year Old group are taken from the LAP-3.

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Content Area: English Language Arts

DOMAIN: READING STANDARDS FOR LITERATURE

Anchor Standard: Key Ideas and Details

Performance Standard 1 With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, "*What is the duck doing?"* or respond to, *"Tell me about the duck."*).
Performance Standard 2 With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).
Performance Standard 3 With prompting and support, identify some characters, settings, and/or major events in a story.
LAP-3 Items
LN31, LN33, LN37, LN41, LN42, LN45, LN49, LN52, LN53, LN57, LN58, LN61, LN67, LN65, LN68

Anchor Standard: Craft and Structure

Performance Standard 4 Exhibit curiosity and interest in learning words in print. a. Develop new vocabulary from stories. b. Identify environmental print (e.g., word wall, class dictation).
Performance Standard 5 With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).
Performance Standard 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).
LAP-3 Items
LN31, LN35, LN44, LN45, LN56, LN60, LN62, LN64, LN69

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Anchor Standard: Integration of Knowledge and Ideas

Performance Standard 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).
Performance Standard 8 Not appropriate for literature as indicated in the CCSS for ELA
Performance Standard 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).
LAP-3 Items
LN18, LN29, LN31, LN33, LN37, LN41, LN42, LN42, LN45, LN49, LN52, LN52, LN53, LN53, LN57, LN58, LN58, LN61, LN65, LN65, LN67, LN68

Anchor Standard: Range of Reading and Level of Text Complexity

Performance Standard 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).
LAP-3 Items
LN31, LN35, LN44, LN45, LN56, LN60, LN62, LN64, LN69

DOMAIN: READING STANDARDS FOR INFORMATIONAL TEXT

Anchor Standard: Key Ideas and Details

Performance Standard 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).
Performance Standard 2 With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).
Performance Standard 3 With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).
LAP-3 Items
LN18, LN33, LN33, LN35, LN37, LN41, LN42, LN42, LN44, LN45, LN45, LN49, LN52, LN53, LN53, LN57, LN58, LN58, LN60, LN61, LN62, LN64, LN65, LN67, LN68, LN69, LN31, LN31, LN52, LN56

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Anchor Standard: Craft and Structure

Performance Standard 4. Exhibit curiosity and interest about words in a variety of informational texts.
Performance Standard 5 With prompting and support, identify the front cover, back cover, and title page of a book.
Performance Standard 6 With prompting and support, identify the role of the author and illustrator in informational text.
LAP-3 Items
LN31, LN35, LN44, LN45, LN56, LN60, LN62, LN64, LN69

Anchor Standard: Integration of Knowledge and Ideas

Performance Standard 7 With prompting and support, make connections between self and text and/or information and text.
Performance Standard 8 With prompting and support, explore the purpose of the informational text as it relates to self.
Performance Standard 9 With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.
LAP-3 Items
LN18, LN29, LN31, LN33, LN37, LN41, LN42, LN45, LN49, LN52, LN53, LN57, LN58, LN61, LN65, LN67, LN68

Anchor Standard: Range of Reading and Level of Text Complexity

Performance Standard 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).
LAP-3 Items
LN18, LN29, LN31, LN33, LN37, LN41, LN42, LN45, LN49, LN52, LN53, LN57, LN58, LN61, LN65, LN67, LN68, PW9, PW10, PW11, PW12, PW13, PW14, PW15, PW16, PW17, PW18, PW19, PW20, PW21, PW22, PW23, PW24, PW25, PW26, PW27, PW28, PW29, PW30, PW31, PW32, PW33, PW34, PW35, PW36, PW37, PW38

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DOMAIN: READING STANDARDS FOUNDATIONAL SKILLS

Anchor Standard: Print Concepts

Performance Standard 1 With prompting and support, demonstrate understanding of conventions of print. a. Recognize an association between spoken and written words. b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name. d. Differentiate letters from numbers. e. Recognize words as a unit of print and understand that letters are grouped to form words. f. Understand that print moves from left to right, top to bottom, and page by page. g. Understand that words are separated by spaces in print.
LAP-3 Items
LN6, LN31, LN33, LN35, LN37, LN42, LN44, LN45, LN49, LN52, LN53, LN56, LN57, LN58, LN60, LN62, LN64, LN65, LN68, LN69

Anchor Standard: Phonological Awareness

Performance Standard 2 With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds. a. Engage in language play (e.g., sound patterns, rhyming patterns, songs). b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation). c. Demonstrate awareness of the relationship between sounds and letters. d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping. e. With prompting and support, isolate and pronounce the initial sounds in words. f. Demonstrate an awareness of ending sounds in words.
Performance Standard 3 With prompting and support, demonstrate emergent phonics and word analysis skills. a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.13 b. Recognize own name, environmental print, and some common high-frequency sight words.
LAP-3 Items
LN31, LN40, LN59, LN60, LN63, LN64, LN66, LN69

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Anchor Standard: Fluency

Performance Standard 4 Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).
LAP-3 Items
LN18, LN29, LN31, LN33, LN37, LN41, LN42, LN45, LN49, LN52, LN53, LN57, LN58, LN61, LN65, LN67, LN68

DOMAIN: WRITING STANDARDS

Anchor Standard: Text Types and Purposes

Performance Standard 1 With prompting and support, recognize that writing is a way of communicating for a variety of purposes. a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion. b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing. c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.
LAP-3 Items
PW9, PW10, PW11, PW12, PW13, PW14, PW15, PW16, PW17, PW18, PW19, PW20, PW21, PW22, PW23, PW24, PW25, PW26, PW27, PW28, PW29, PW30, PW31, PW32, PW33, PW34, PW35, PW36, PW37, PW38

Anchor Standard: Production and Distribution of Writing

Performance Standard 5 With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.
Performance Standard 6 With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.
LAP-3 Items
PW9, PW10, PW11, PW12, PW13, PW14, PW15, PW16, PW17, PW18, PW19, PW20, PW21, PW22, PW23, PW24, PW25, PW26, PW27, PW28, PW29, PW30, PW31, PW32, PW33, PW34, PW35, PW36, PW37, PW38

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Anchor Standard: Research to Build and Present Knowledge

Performance Standard 7 With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.
Performance Standard 8 With prompting and support, recall information from experiences to answer questions.
LAP-3 Items
PW9, PW10, PW11, PW12, PW13, PW14, PW15, PW16, PW17, PW18, PW19, PW20, PW21, PW22, PW23, PW24, PW25, PW26, PW27, PW28, PW29, PW30, PW31, PW32, PW33, PW34, PW35, PW36, PW37, PW38

DOMAIN: LANGUAGE STANDARDS

Anchor Standard: Comprehension and Collaboration

Performance Standard 1 With guidance and support, participate in small group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults. a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings). b. Engage in extended conversations.
Performance Standard 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.
Performance Standard 3 With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.
LAP-3 Items
CG16, CG22, CG32, CG39, CG42, CG80, CG84, CG86, LN13, LN14, LN15, LN16, LN17, LN18, LN19, LN20, LN21, LN22, LN23, LN24, LN25, LN26, LN27, LN28, LN29, LN30, LN32, LN34, LN35, LN36, LN37, LN38, LN39, LN40, LN41, LN43, LN44, LN46, LN47, LN48, LN50, LN51, LN52, LN54, LN55, LN56, LN57, LN58, LN59, LN60, LN62, LN63, LN64, LN66, LN67, LN69, LN69, PS11, PS13, PS14, PS16, PS17, PS19, PS21, PS24, PS25, PS30, PS34, PS35, PS36, PS37, PS38, PS39, PS42, PS45

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Anchor Standard: Presentation of Knowledge and Ideas

Performance Standard 4 With prompting and support, describe familiar people, places, things, and events.
Performance Standard 5 With prompting and support, add drawings or other visual displays to descriptions.
Performance Standard 6 With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.
LAP-3 Items
CG16, CG22, CG32, CG39, CG42, CG80, CG84, CG86, LN13, LN14, LN15, LN16, LN17, LN18, LN19, LN20, LN21, LN22, LN23, LN24, LN25, LN26, LN27, LN28, LN29, LN30, LN32, LN34, LN35, LN36, LN37, LN38, LN39, LN40, LN41, LN43, LN44, LN46, LN47, LN48, LN50, LN51, LN52, LN54, LN55, LN56, LN57, LN58, LN59, LN60, LN62, LN63, LN64, LN66, LN67, LN69, LN69, PS11, PS13, PS14, PS16, PS17, PS19, PS21, PS24, PS25, PS30, PS34, PS35, PS36, PS37, PS38, PS39, PS42, PS45

Anchor Standard: Conventions of Standard English

Performance Standard 1 With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage *when speaking*. a. Use frequently occurring nouns and verbs. b. Form regular plural nouns by adding */s/ or /es/* (e.g., *dog*, *dogs; dish*, *dishes*). c. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). d. Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *of*, *by*, *with*). e. Produce and expand complete sentences in shared language activities.
Performance Standard 2 With prompting and support, demonstrate awareness of the conventions of standard English. a. Write first name, capitalizing the first letter. b. Attempt to write a letter or letters to represent a word. c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.
LAP-3 Items
CG16, CG22, CG32, CG39, CG42, CG80, CG84, CG86, LN13, LN14, LN15, LN16, LN17, LN18, LN19, LN20, LN21, LN22, LN23, LN24, LN25, LN26, LN27, LN28, LN29, LN30, LN32, LN34, LN35, LN36, LN37, LN38, LN39, LN40, LN41, LN43, LN44, LN46, LN47, LN48, LN50, LN51, LN52, LN54, LN55, LN56, LN57, LN58, LN59, LN60, LN62, LN63, LN64, LN66, LN67, LN69, LN69, PS11, PS13, PS14, PS16, PS17, PS19, PS21, PS24, PS25, PS30, PS34, PS35, PS36, PS37, PS38, PS39, PS42, PS45

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Anchor Standard: Vocabulary Acquisition and Use

Performance Standard 4 With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content. a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).
Performance Standard 5 With guidance and support, explore word relationships and word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., *run, walk; fast, slow; soft, hard*). c. Identify rea life connections between words and their use (e.g., find examples of things that are *smooth, rough*). d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).
Performance Standard 6 With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.
LAP-3 Items
CG16, CG22, CG32, CG39, CG42, CG42, CG80, CG84, CG86, CG87, LN13, LN14, LN15, LN16, LN17, LN18, LN19, LN20, LN21, LN22, LN23, LN24, LN25, LN26, LN27, LN28, LN29, LN30, LN32, LN34, LN35, LN36, LN37, LN38, LN39, LN40, LN41, LN43, LN44, LN46, LN47, LN48, LN50, LN51, LN52, LN54, LN55, LN56, LN57, LN58, LN59, LN60, LN62, LN63, LN64, LN66, LN67, LN69

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Content Area: MATHEMATIC STANDARDS

DOMAIN: COUNTING AND CARDINALITY

Anchor Standard: Know number names and the count sequence.

Performance Standard 1 With prompting and support, recite numbers 1 to 30 in the correct order
Performance Standard 2 With prompting and support, recognize, name, and attempt writing numerals 0 – 10.
LAP-3 Items
CG13, CG18, CG19, CG26, CG34, CG40, CG41, CG46, CG51, CG52, CG53, CG56, CG58, CG62, CG63, CG66, CG67, CG69, CG70, CG71, CG72, CG73, CG74, CG75, CG77, CG83, PW35, PW37

Anchor Standard: Count to tell the number of objects.

Performance Standard 3 With guidance and support, understand the relationship between numerals and quantities. a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials. b. Match quantities and numerals 0 – 5.
Performance Standard 4 Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design. a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.
LAP-3 Items
CG13, CG18, CG19, CG26, CG34, CG40, CG41, CG46, CG51, CG52, CG53, CG56, CG58, CG62, CG63, CG66, CG67, CG69, CG70, CG71, CG72, CG73, CG74, CG75, CG77, CG83, PW35, PW37

Anchor Standard: Compare numbers.

Performance Standard 5 Use comparative language (e.g., *more than, less than, equal to, same, and different*) to compare objects, using developmentally appropriate pre-kindergarten materials.
LAP-3 Items
CG9, CG10, CG12, CG18, CG20, CG21, CG24, CG28, CG31, CG51, CG53, CG54, CG59, CG64, CG69, CG77, CG79, CG81

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DOMAIN: OPERATIONS AND ALGEBRAIC THINKING

Anchor Standard: Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

Performance Standard 1 With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.
Performance Standard 2 With guidance and support, model real world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.
Performance Standard 3 With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials. a. Duplicate and extend simple patterns using concrete objects.
LAP-3 Items
CG9, CG10, CG12, CG18, CG20, CG21, CG24, CG28, CG31, CG51, CG53, CG54, CG59, CG64, CG69, CG77, CG79, CG81

DOMAIN: MEASUREMENT AND DATA

Anchor Standard: Describe and compare measurable attributes.

Performance Standard 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*).
Performance Standard 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*). a. Use nonstandard units of measurement. b. Explore standard tools of measurement.
LAP-3 Items
CG9, CG10, CG12, CG20, CG21, CG23, CG27, CG28, CG30, CG33, CG48, CG57, CG59, CG64, CG68, CG82

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Anchor Standard: Classify objects and count the number of objects in each category.

Performance Standard 3 With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).
LAP-3 Items
CG9, CG10, CG12, CG20, CG21, CG23, CG27, CG28, CG30, CG33, CG48, CG57, CG59, CG64**, CG68, CG82**

DOMAIN: GEOMETRY

Anchor Standard: Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Performance Standard 1 With guidance and support, correctly name shapes.
Performance Standard 2 With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.
Performance Standard 3 With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.
LAP-3 Items
CG11, CG14, CG15, CG17, FM17, LN25, CG38, CG44, CG45, FM26, LN34, LN36, CG55

Anchor Standard: Analyze, compare, create, and compose shapes.

Performance Standard 4 With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).
Performance Standard 5 With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).
LAP-3 Items
CG11, CG14, CG15, CG17, FM17, LN25, CG38, CG44, CG45, FM26, LN34, LN36, CG55

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Content Area: **APPROACHES TO LEARNING**

DOMAIN: PLAY

Anchor Standard: Engage in play.

Performance Standard 1 Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
Performance Standard 2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
Performance Standard 3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).
Performance Standard 4. Demonstrate active engagement in play
LAP-3 Items
PS11, PS13, PS14, PS16, PS17, PS18, PS19, PS21, PS24, PS25, PS30, PS34, PS35, LN46, PS36, PS38

DOMAIN: CURIOSITY AND INITIATIVE

Anchor Standard: Demonstrate curiosity and initiative.

Performance Standard 1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
Performance Standard 2. Ask questions to seek new information.
Performance Standard 3. Make independent choices.
Performance Standard 4. Approach tasks and activities with flexibility, imagination, and inventiveness.
LAP-3 Items
CG32, CG61, CG65, CG68, CG78, CG85, FM34, FM40, LN28, LN30, LN46, LN52, LN53, LN67, PS25, PS37, PS40

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DOMAIN: PERSISTENCE AND ATTENTIVENESS

Anchor Standard: Demonstrate persistence and attentiveness.

Performance Standard 1. Follow through to complete a task or activity.
Performance Standard 2. Demonstrate the ability to remain engaged in an activity or experience.
Performance Standard 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).
LAP-3 Items
FM17, FM18, FM19, FM21, CG32, LN30, LN46, PS25, CG61, CG65, CG68, CG85, FM34, FM40, LN52, LN53, LN67, PS37

DOMAIN: PROBLEM-SOLVING SKILLS

Anchor Standard: Demonstrate problem-solving skills.

Performance Standard 1. Identify a problem or ask a question
Performance Standard 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).
Performance Standard 3. Apply prior learning and experiences to build new knowledge
LAP-3 Items
PS11, PS13, PS14, PS16, PS17, PS19, PS21, LN46, PS24, PS25, PS30, PS34, PS35, PS36, PS38, CG17, CG23, CG27, CG30, CG32, CG33, CG35, CG36, CG43, CG61, CG76, CG78, CG85

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Content Area: SOCIAL AND EMOTIONAL DEVELOPMENT

DOMAIN: SOCIAL DEVELOPMENT

Anchor Standard: Build and maintain relationships with others.

Performance Standard 1 Interact appropriately with familiar adults. a. Communicate to seek out help with difficult task, to find comfort, and to obtain security. b. Engage with a variety of familiar adults for a specific purpose.
Performance Standard 2 Interact appropriately with other children. a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). c. Ask permission to use items or materials of others. d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.")
Performance Standard 3 Express empathy and care for others. a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). b. Offer and accept encouraging and courteous words to demonstrate kindness. c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").
LAP-3 Items
LN46, PS11, PS13, PS14, PS16, PS17, PS18, PS19, PS21, PS24, PS25, PS30, PS34, PS35, PS36, PS38

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Anchor Standard: Work productively toward common goals and activities.

Performance Standard 4 Participate successfully as a member of a group. a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas). 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). c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).
Performance Standard 5 Join ongoing activities in acceptable ways. a. Express to others a desire to play (e.g., say, "I want to play."). b. Lead and follow. c. Move into group with ease
Performance Standard 6 Resolve conflicts with others. 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."). 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.").*
LAP-3 Items
PS11, PS13, PS14, PS16, PS17, PS19, PS21, PS24, PS25, PS30, PS34, PS35, LN46, PS36, PS38

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DOMAIN: EMOTIONAL DEVELOPMENT

Anchor Standard: Demonstrate awareness of self and capabilities.

Performance Standard 1 Demonstrate trust in self. 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 …"). b. Identify own emotions (e.g., say, "I feel …") and express pride in accomplishments (e.g., "I did it!").
Performance Standard 2 Develop personal preferences. a. Express independence, interest, and curiosity (e.g., say, "I can …", "I choose …" I want …"). b. Select and complete tasks (e.g., finish a puzzle or drawing).
Performance Standard 3 Show flexibility, inventiveness, and interest in solving problems. a. Make alternative choices (e.g., move to another area when a center is full). b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
Performance Standard 4 Know personal information. a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color). b. Refer to self by first and last name. c. Know parents'/guardians' names.
LAP-3 Items
PS12, PS15, PS20, PS22, PS23, PS26, PS33, PS41

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Anchor Standard: Recognize and adapt expressions, behaviors, and actions.

Performance Standard 5 Show impulse control with body and actions. a. Control own body in space (e.g., move safely through room without harm to self or others). b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing). c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).
Performance Standard 6 Manage emotions. a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). b. With prompting and support, recognize emotions (e.g., "I am really mad."). c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy."). 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.").
Performance Standard 7 Follow procedures and routines with teacher support. a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced). b. Use materials with care and safety (e.g., use scissors to cut paper). c. Take turns sharing information with others (e.g., interact during group time).
Performance Standard 8 Follow procedures and routines with teacher support. a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced). b. Use materials with care and safety (e.g., use scissors to cut paper). c. Take turns sharing information with others (e.g., interact during group time).
LAP-3 Items
CG17, CG32, CG43, CG61, CG65, CG68, CG85, FM10, FM12, FM15, FM17, FM18, FM19, FM21, FM34, FM40, LN30, LN46, LN52, LN53, LN67, PS12, PS15, PS17, PS18, PS19, PS20, PS22, PS23, PS24, PS25, PS26, PS27, PS28, PS29, PS31, PS32, PS33, PS37, PS40, PS41

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Content Area: SCIENCE

DOMAIN: SCIENTIFIC METHOD AND INQUIRY

Anchor Standard: Engage in simple investigations.

Performance Standard 1 Make observations, make predictions, and ask questions about natural occurrences or events.
Performance Standard 2 Describe, compare, sort and classify, and order objects
Performance Standard 3 Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).
Performance Standard 4 Explore materials, objects, and events and notice cause and effect.
Performance Standard 5 Describe and communicate observations, results, and ideas.
Performance Standard 6 Work collaboratively with others
LAP-3 Items
CG9, CG10, CG12, CG15, CG17, CG20, CG21, CG23, CG27, CG30, CG32, CG33, CG35, CG36, CG43, CG61, CG76, CG78, CG85

DOMAIN: PHYSICAL SCIENCE

Anchor Standard: Develop awareness of observable properties of objects and materials.

Performance Standard 1 Manipulate and explore a wide variety of objects and materials.
Performance Standard 2 Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).
Performance Standard 3 Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).
Performance Standard 4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball)
LAP-3 Items
CG9, CG10, CG12, CG20, CG21, CG23, CG23, CG27, CG28, CG29, CG30, CG31, CG33, CG35, CG36, CG47, CG59, CG61, CG64, CG65, CG76, CG78, CG85

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DOMAIN: LIFE SCIENCE

Anchor Standard: Acquire scientific knowledge related to life science.

Performance Standard 1 Name, describe, and distinguish plants, animals, and people by observable characteristics.
Performance Standard 2 Describe plant, animal, and human life cycles.
Performance Standard 3 Describe the needs of living things.
Performance Standard 4 Compare and contrast characteristics of living and nonliving things.
LAP-3 Items
CG9, CG10, CG12, CG20, CG21, CG23, CG23, CG27, CG28, CG29, CG30, CG31, CG33, CG35, CG36, CG47, CG59, CG61, CG64, CG65, CG76, CG78, CG85

DOMAIN: EARTH SCIENCE

Anchor Standard: Apply scientific knowledge related to earth science and space.

Performance Standard 1 Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).
Performance Standard 2. Identify characteristics of the clouds, sun, moon, and stars.
Performance Standard 3 Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).
LAP-3 Items
CG9, CG10, CG12, CG20, CG21, CG23, CG23, CG27, CG28, CG29, CG30, CG31, CG33, CG35, CG36, CG47, CG59, CG61, CG64, CG65, CG76, CG78, CG85

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DOMAIN: TECHNOLOGY

Anchor Standard: Identify and explore a variety of technology tools.

Performance Standard 1 Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.
Performance Standard 2 Use technology tools to gather and/or communicate information.
Performance Standard 3 With prompting and support, invent and construct simple objects or structures using technology tools.
LAP-3 Items
CG9, CG10, CG12, CG20, CG21, CG23, CG23, CG27, CG28, CG29, CG30, CG31, CG33, CG35, CG36, CG47, CG59, CG61, CG64, CG65, CG76, CG78, CG85

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Content Area: PHYSICAL DEVELOPMENT STANDARDS

DOMAIN: GROSS MOTOR SKILLS

Anchor Standard: Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.

Performance Standard 1 Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).
Performance Standard 2 Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).
LAP-3 Items
GM10, GM11, GM12, GM13, GM14, GM15, GM16, GM17, GM18, GM19, GM20, GM21, GM22, GM23, GM24, GM25, GM26, GM27, GM28, GM29, GM30, GM31, GM32, GM33, GM34, GM35, GM36, GM37, GM38, GM39, GM40, GM41, GM42, GM43, GM44, GM45, GM46, GM47, GM48, GM49, GM50, GM51, GM52, GM53, GM54

Anchor Standard: Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.

Performance Standard 3 With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).
Performance Standard 4 Use various types of equipment (e.g., playground equipment, tricycles, slides).
Performance Standard 5 Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).
LAP-3 Items
GM9, GM10, GM11, GM12, GM13, GM14, GM15, GM16, GM17, GM18, GM19, GM20, GM21, GM22, GM23, GM24, GM25, GM26, GM27, GM28, GM29, GM30, GM31, GM32, GM33, GM34, GM35, GM36, GM37, GM38, GM39, GM40, GM41, GM42, GM43, GM44, GM45, GM46, GM47, GM48, GM49, GM50, GM51, GM52, GM53, GM54

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DOMAIN: FINE MOTOR SKILLS

Anchor Standard: Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

Performance Standard 1 With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).
LAP-3 Items
CG25, FM10, FM11, FM12, FM13, FM14, FM15, FM16, FM17, FM18, FM19, FM20, FM21, PW9, PW10, PW11, PW12, PW13, PW15, PW16, CG37, FM22, FM23, FM24, FM25, FM26, FM27, FM28, FM29, FM30, PW17, PW18, PW19, PW21, PW22, PW23, PW24, PW26, FM31, FM32, FM33, FM34, FM35, FM36, FM37, FM38, FM39, FM40, PW27, PW31, PW34, PW38

Anchor Standard: Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

Performance Standard 2 Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).
Performance Standard 3 Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).
LAP-3 Items
CG25, FM10, FM11, FM12, FM13, FM14, FM15, FM16, FM17, FM18, FM19, FM20, FM21, PW9, PW10, PW11, PW12, PW13, PW15, PW16, CG37, FM22, FM23, FM24, FM25, FM26, FM27, FM28, FM29, FM30, PW17, PW18, PW19, PW21, PW22, PW23, PW24, PW26, FM31, FM32, FM33, FM34, FM35, FM36, FM37, FM38, FM39, FM40, PW27, PW31, PW34, PW38

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Anchor Standard: Participate in fine motor activity for self-expression and/or social interaction.

Performance Standard 4 With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).
Performance Standard 5 With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).
LAP-3 Items
CG25, FM10, FM11, FM12, FM13, FM14, FM15, FM16, FM17, FM18, FM19, FM20, FM21, PW9, PW10, PW11, PW12, PW13, PW15, PW16, CG37, FM22, FM23, FM24, FM25, FM26, FM27, FM28, FM29, FM30, PW17, PW18, PW19, PW21, PW22, PW23, PW24, PW26, FM31, FM32, FM33, FM34, FM35, FM36, FM37, FM38, FM39, FM40, PW27, PW31, PW34, PW38

Anchor Standard: Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.

Performance Standard 6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).
LAP-3 Items
GM10, GM13, GM14, GM21, LN15, LN26, SH11, SH12, SH13, SH14, SH15, SH16, SH17, SH18, SH19, SH20, SH21, SH22, SH23, SH24, SH25, SH26, SH27, SH28, SH29, GM29, LN39, SH30, SH31, SH32, SH33, SH34, SH35, SH36, SH37, SH38, SH39, SH40, SH41, CG80, GM31, GM33, GM34, GM35, GM36, GM43, GM46, GM50, SH42, SH43, SH44, SH45, SH46, SH47, SH48, SH49, SH50

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DOMAIN: SELF-CARE, HEALTH, AND SAFETY SKILLS

Anchor Standard: Demonstrate an awareness and practice of safety rules.

Performance Standard 1 With prompting and support, identify safety rules (e.g., classroom, home, community).
Performance Standard 2 With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.
Performance Standard 3 With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.
LAP-3 Items
GM10, GM13, GM14, GM21, LN15, LN26, SH11, SH12, SH13, SH14, SH15, SH16, SH17, SH18, SH19, SH20, SH21, SH22, SH23, SH24, SH25, SH26, SH27, SH28, SH29, GM29, GM31, GM33, GM34, GM35, GM36, LN39, SH30, SH31, SH32, SH33, SH34, SH35, SH36, SH37, SH38, SH39, SH40, SH41, CG80, GM43, GM46, GM50, SH42, SH43, SH44, SH45, SH46, SH47, SH48, SH49, SH50

Anchor Standard: Demonstrate an emerging (developing) use of standard health practices.

Performance Standard 4 With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).
Performance Standard 5 With prompting and support, participate in a variety of physical activities.
Performance Standard 6 With prompting and support, identify nutritious foods
LAP-3 Items
GM10, GM13, GM14, GM21, LN15, LN26, SH11, SH12, SH13, SH14, SH15, SH16, SH17, SH18, SH19, SH20, SH21, SH22, SH23, SH24, SH25, SH26, SH27, SH28, SH29, GM29, GM31, GM33, GM34, GM35, GM36, LN39, SH30, SH31, SH32, SH33, SH34, SH35, SH36, SH37, SH38, SH39, SH40, SH41, CG80, GM43, GM46, GM50, SH42, SH43, SH44, SH45, SH46, SH47, SH48, SH49, SH50

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Content Area: CREATIVE EXPRESSION

DOMAIN: MUSIC

Anchor Standard: Participate in music-related activities.

Performance Standard 1 Create sounds and rhythms using voice, body, instruments, or sound-producing objects
Performance Standard 2 Sing a variety of short songs.
Performance Standard 3 Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).
Performance Standard 4 With prompting and support, identify fast and slow tempos and simple elements of music.
Performance Standard 5 With prompting and support, recognize a wide variety of sounds and songs from other cultures.
LAP-3 Items
GM32, CG48, CG50, LN21

DOMAIN: DANCE AND MOVEMENT

Anchor Standard: Demonstrate understanding through the use of movement.

Performance Standard 1 Create simple movements (e.g., twirl, turn around, skip, shake).
Performance Standard 2 Respond rhythmically to different types of music (e.g., fast, slow).
LAP-3 Items
GM8, GM9, GM11, GM15, GM16, GM17, GM22, GM23, GM26, GM28, GM32, GM33, GM34, GM36, GM39, GM40, GM43, GM44, GM45, GM47, GM48, CG48, CG50

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DOMAIN: THEATRE AND DRAMATIC PLAY

Anchor Standard: Engage in dramatic play throughout the day in a variety of centers.

Performance Standard 1	Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.
Performance Standard 2	Use available materials as either realistic or symbolic props
Performance Standard 3	Make up new roles from experiences and/or familiar stories.
Performance Standard 4	Imitate characteristics of animals (e.g., the sounds animals make) and of people.
LAP-3 Items	
PS2, PS24, PS25, LN30, LN42, LN52, LN53	

DOMAIN: VISUAL ARTS

Anchor Standard: Create and respond to visual art.

Performance Standard 1	Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.
Performance Standard 2	Create artwork that reflects an idea, theme, or story.
Performance Standard 3	Describe own art work
LAP-3 Items	
FM4, FM10, FM16, FM18, FM19, FM25, FM32, PW1, PW2, PW5, PW6, PW7, PW8, PW12, PW13, PW14, PW15, PW16, PW17, PW18, PW20, PW27, PW29, PW32, CG30, CG33	

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Content Area: SOCIAL STUDIES STANDARDS

DOMAIN: FAMILY AND COMMUNITY

Anchor Standard: Understand self in relation to the family and the community.

Performance Standard 1 Identify self as a member of a family, the learning community, and local community.
Performance Standard 2 With prompting and support, identify similarities and differences in people.
Performance Standard 3 With prompting and support, describe some family traditions.
Performance Standard 4 Identify some similarities and differences in family structure, culture, ability, language, age and gender.
LAP-3 Items
PS45, PS15, PS20, PS22, PS23, PS26, PS33, PS41

Anchor Standard: Understand the concept of individual rights and responsibilities.

Performance Standard 5 With prompting and support, demonstrate responsible behavior related to daily routines.
Performance Standard 6 With prompting and support, explain some rules in the home and in the classroom. a. Identify some rules for different settings. a. Identify appropriate choices to promote positive interactions.
Performance Standard 7 With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
Performance Standard 8 With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsible).
Performance Standard 9 With prompting and support, describe a simple sequence of familiar events.
LAP-3 Items
PS5, SH2, SH3, SH5, SH6, SH6, SH7, SH8, SH9, CG47, CG77, GM32, LN21, LN25, LN26, LN34, LN39, LN41, LN44, LN61, LN67, PS10, PS11, PS27, PS28, PS34, PS35, PS40, PS41, PS42, PS43, PS44, SH10, SH10, SH11, SH12, SH14, SH15, SH18, SH18, SH20, SH21, SH22, SH22, SH23, SH25, SH26, SH27, SH27, SH29, SH30, SH31, SH32, SH33, SH34, SH35, SH35, SH36, SH37, SH40, SH41, SH44, SH44, SH45, SH50,

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DOMAIN: OUR WORLD

Anchor Standard: Understand the importance of people, resources, and the environment.

Performance Standard 1 Treat classroom materials and the belongings of others with care.
Performance Standard 2 With prompting and support, identify location and some physical features of familiar places in the environment.
Performance Standard 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).
Performance Standard 4 Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.
Performance Standard 5 Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).
LAP-3 Items
PS5, SH2, SH3, SH5, SH6, SH6, SH7, SH8, SH9, CG47, CG77, GM32, LN21, LN25, LN26, LN34, LN39, LN41, LN44, LN61, LN67, PS10, PS11, PS27, PS28, PS34, PS35, PS40, PS41, PS42, PS43, PS44, SH10, SH10, SH11, SH12, SH14, SH15, SH18, SH18, SH20, SH21, SH22, SH22, SH23, SH25, SH26, SH27, SH27, SH29, SH30, SH31, SH32, SH33, SH34, SH35, SH35, SH36, SH37, SH40, SH41, SH44, SH44, SH45, SH50,

DOMAIN: HISTORY AND EVENTS

Anchor Standard: Understand events that happened in the past.

Performance Standard 1 With prompting and support, describe a simple series of familiar events.
Performance Standard 2 Recognize events that happened in the past.
LAP-3 Items
CG47, CG77, LN26, LN39, LN41, LN44, LN61, LN67, SH5, SH6, SH7, SH9, SH10, SH12, SH14, SH15, SH18, SH20, SH22, SH26, SH27, SH34, SH35, SH36, SH37, SH41, SH44, SH45

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