Mississippi Language Arts Literacy Standards PreK – 1st Grade

Prekindergarten Standards
Excerpted from: http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/earlylearning.html

Abbreviation Key:
Interactive Program Component (IPC)   **Integrative Literacy Activity (ILA)**

Standard   **StudyDog Learning Program Component**

Language, Vocabulary, and Early Literacy Development - THREE YEAR OLDS	
1. **Exhibits developmentally appropriate receptive language**	
1.2 - Listens attentively to a short story and especially to stories about himself or herself	- Granny Caterpillar – Story and Vocabulary (7 IPC)
1.5 - Understands and follows simple one or two step directions	**- All IPCs**
3. Demonstrates phonological awareness	
3.1 - Recognizes sound patterns and can repeat them	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Tall Paul – Rhyming Words (5 IPC)
4. Demonstrates an awareness of print	
4.2 - Tells a story following the pictures in a book	- Granny Caterpillar – Story and Vocabulary (7 IPC) - What is Kitty Dreaming Today? (ILA) - What is Rabbit Running from Today? (ILA) - What Does He Hear Today? (ILA) - What is the Surprise Today? (ILA)
Language, Vocabulary, and Early Literacy Development - FOUR YEAR OLDS	
1. Exhibits developmentally appropriate receptive language	
1.2 - Listens attentively to stories	- Granny Caterpillar – Story and Vocabulary (7 IPC)
1.6 - Understands and follows simple two or three-step directions	**- All IPCs**
3. Demonstrates phonological and phonemic awareness	
3.1 - Distinguishes words in a sentence (identifies whole words – sentence to word segmentation)	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar – "Oscar's Amazing Talking Machine" (revisitable IPC)
3.2 - Begins to recognize rhyming words	- Tall Paul – Rhyming Words (5 IPC)
3.3 - Distinguishes sound units/ syllables (clapping/stomping/finger tapping)	- Oscar and Squirt – Syllables (2 IPC)
3.5 - Begins to notice beginning phonemes/sounds (not graphemes/letters)	- Teeny Tiny Tom- Beginning Sounds - (5 IPC)
3.7 - Begins to blend onset and rime	- Teeny Tiny Tom – Beginning Sounds (5 IPC) - Tall Paul – Rhyming Words (5 IPC) - Granny Caterpillar – Story and Vocabulary (7

	IPC) - Oscar and Squirt – Words in Sentences (4 IPC)
4. Demonstrates an awareness of print	
4.1 - Recognizes local environmental print	- Important Signs (ILA)
4.2 - Understands that print conveys meaning	**- All IPCs**
4.5 - Begins to recognize letters of the alphabet	- Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
4.6 - Attempts writing (scribble/drawing)	**- All ILAs**
5. Constructs meaning when responding to a story or a picture	
5.7 - Begins to connect information from a story to life experiences	- My Name (ILA) - My Weather (ILA) - Things I Love (ILA) - Things I love (ILA) - Favorite Animals (ILA) - Favorite Pets (ILA)

Kindergarten Standards
Excerpted from: http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/frameworks.html

Competencies and Objectives	
1. THE STUDENT WILL USE WORD RECOGNITION AND VOCABULARY (WORD MEANING) SKILLS TO COMMUNICATE.	
a. The student will apply knowledge of concepts about print. (DOK 1)	
1) Demonstrate an understanding of correct book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, left to right).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
2) Demonstrate that print carries meaning for the reader.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
3) Identify front cover, back cover, and title page of a book.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
4) Point to words in a text when reading aloud, matching spoken words to print.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
5) Track words from left to right and top to bottom on a printed page.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
6) Recognize that sentences in print are made up of separate words.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
7) Distinguish letters from words.	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds
8) Distinguish between uppercase and lowercase letters.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
b. The student will apply knowledge of	

phonological and phonemic awareness. (DOK 2)	
2) Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).	- Princess – Rhyming Sounds (5 IPC)
3) Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /!/ in hop).	- Princess – Rhyming Sounds (5 IPC) - Anna 1 Anna 2 – Word Families 1 (4 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds
4) Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).	- Princess – Rhyming Sounds (5 IPC) - Anna 1 Anna 2 – Word Families 1 (4 IPC)
6) Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig).	- Princess – Rhyming Sounds (5 IPC) - Anna 1 Anna 2 – Word Families 1 (4 IPC)
7) Articulate phonemes correctly.	- Nomi – Alphabet (5 IPC)
8) Blend phonemes orally to make a word (e.g., /p/ /"/ /t/ = pat, /b/ /# / /g/ = bug).	- Princess – Rhyming Sounds (5 IPC) - Anna 1 Anna 2 – Word Families 1 (4 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds
9) Segment phonemes orally within a spoken word (e.g., sit = /s/ /$/ /t/, rap = /r/ /"/ /p/).	- Princess – Rhyming Sounds (5 IPC) - Anna 1 Anna 2 – Word Families 1 (4 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds
c. The student will use word recognition skills. (DOK 1)	
1) Match all consonant and short vowel sounds to the appropriate letters.	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds
2) Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	- Modeled in all IPCs
3) Blend letter sounds in one syllable words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds
4) Begin to recognize common word families.	- Anna 1 Anna 2 – Word Families 1 (4 IPC)
5) Read some words derived from common word families (e.g., -at, -ig, -ot).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
6) Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).	- Ogre – Sight Words 1 (4 IPC)
7) Read some sight words	- Ogre – Sight Words 1 (4 IPC)

First Grade Standards
Excerpted from: http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/frameworks.html

Competencies and Objectives	
1. THE STUDENT WILL USE WORD RECOGNITION AND VOCABULARY (WORD MEANING) SKILLS TO COMMUNICATE.	
a. The student will apply knowledge of concepts about print. (DOK 1)	
1) Point to words in text when reading aloud, matching spoken words to print.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
2) Distinguish between uppercase and lowercase letters.	- Upper and Lower (2 ILA)
3) Identify **and use** title page, **title, author, illustrator, and table of contents of a book.**	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
4) Identify dialogue in connected text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities.)	
2) Identify, blend, and segment syllables within compound, two, and **three** syllable spoken words (e.g., clap the syllables in "bi-cy-cle," bas + ket + ball = basketball, telephone = tel + e + phone).	- Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
3) **Identify and count the number of syllables in a spoken word**.	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
4) Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).	- Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
5) **Distinguish short and long vowel sounds in spoken one syllable words (e.g., bĭt/bīte, hŏp/hōpe).**	- Princess – Short and Long Vowels (5 IPC)
6) Blend and segment the phonemes in words **containing two to four phonemes** (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).	- Frankie – Spelling (2 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
7) Blend and segment sounds in spoken words containing initial and final blends.	- Coach – Vowel Blends (4 IPC) - Chrisopolis – Consonant Blends (5 IPC)
8) Add or delete a phoneme to change a spoken word (e.g., Add /b/ to "at" = bat or take /k/ from "cat"=at).	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
c. The student will use word recognition skills. (DOK 2)	
1) Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words. *Examples:* Consonant blends: /fl/, /tr/, /sl/, /sm/, /sn/, /bl/, /gr/, and	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - Chrisopolis – Consonant Blends (5 IPC)

/str/ Consonants digraphs: /sh/, /wh/, /ch/, /th/, /ng/, /ck/ Short vowel patterns: CVC = pat, sit, mug Long vowel patterns: CV=me, be, no CVCV(final e)=make, hide, cute	
3) Read words derived from common word families (e.g., -it, -at, -ite, -ate).	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
4) Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	- Frankie – Spelling (2 IPC)
6) Identify simple compound words (e.g., dog + house = doghouse).	- Calico Kid – Complex Words (4 IPC)
7) Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't).	- Benny the Baker – Contractions (4 IPC)
8) Read 100 to 200 high frequency and/or irregularly spelled words.	- Ogre – Sight Words 2 & 3 (8 IPC)
2. THE STUDENT WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND, RESPOND TO, INTERPRET, OR EVALUATE A VARIETY OF TEXTS OF INCREASING LENGTH, DIFFICULTY, AND COMPLEXITY.	
a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)	
1) Text features – titles, illustrations, **headings**, **graphs,** etc. 2) Parts of a book – title page, title, author, illustrator, **table of contents,** etc.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
b. The student will understand, infer, and make simple predictions. (DOK 2)	
4) Identify the main idea of a simple story or topic of an informational text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)

9/8/09