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**Correlation to the
Mississippi Curriculum Frameworks
Language Arts
Kindergarten**



YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Language Arts

Kindergarten

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.		
a. The student will apply knowledge of concepts about print. 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).	The opportunity to address this objective is available on the following pages: 4, 24	The opportunity to address this objective is available on the following pages: 4, 24
2) Demonstrate that print carries meaning for the reader.	The opportunity to address this objective is available on the following pages: 18, 19, 23, 24, 29, 33	The opportunity to address this objective is available on the following pages: 18, 19, 23, 24, 29, 33

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
3) Identify front cover, back cover, and title page of a book.	The opportunity to address this objective is available on the following page: 4	The opportunity to address this objective is available on the following page: 4
4) Point to words in a text when reading aloud, matching spoken words to print.	The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available throughout the text.
5) Track words from left to right and top to bottom on a printed page.	The opportunity to address this objective is available on the following pages: 4, 6, 8, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 26, 27, 28, 29, 44, 45, 46, 52-54, 56, 58	The opportunity to address this objective is available on the following pages: 4, 6, 8, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 26, 27, 28, 29, 44, 45, 46, 52-54, 56, 58
6) Recognize that sentences in print are made up of separate words.	8-14	8-14
7) Distinguish letters from words.	6-17	6-17
8) Distinguish between uppercase and lowercase letters.	6, 7, 8, 82-96	6, 7, 8, 82-96

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>b. The student will apply knowledge of phonological and phonemic awareness. (Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities). Research indicates that over the course of a year no more than 20 hours should be spent in phonemic awareness instruction. Priority items are underlined)</p> <p>1) Break spoken sentences into individual words (e.g., claps, taps, speaks).</p>	The opportunity to address this objective is available on the following pages: 10-16	The opportunity to address this objective is available on the following pages: 10-16
<p>2) Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).</p>	NA	NA
<p>3) <u>Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /o/ in hop).</u></p>	The opportunity to address this objective is available on the following pages: 8, 9, 82-96	The opportunity to address this objective is available on the following pages: 8, 9, 82-96
<p>4) Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).</p>	The opportunity to address this objective is available on the following pages: 8, 49	The opportunity to address this objective is available on the following pages: 8, 49
<p>5) Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in “letter, “ sum + mer = summer, and football = foot + ball).</p>	The opportunity to address this objective is available on the following pages: 82-96	The opportunity to address this objective is available on the following pages: 82-96

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
6) Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/ + ig).	The opportunity to address this objective is available on the following pages: 18, 19	The opportunity to address this objective is available on the following pages: 18, 19
7) Articulate phonemes correctly.	NA	NA
8) <u>Blend phonemes orally within a spoken word (e.g., sit = /s/ /i/ /t/, rap = /r/ /a/ /p/).</u>	The opportunity to address this objective is available on the following pages: 8, 9, 46-59	The opportunity to address this objective is available on the following pages: 8, 9, 46-59
9) <u>Segment phonemes orally within a spoken word (e.g., sit = /s/ /i/ /t/, rap = /r/ /a/ /p/).</u>	The opportunity to address this objective is available on the following pages: 82-96	The opportunity to address this objective is available on the following pages: 82-96
c. The student will use word recognition skills. 1) <u>Match all consonant and short vowel sounds to the appropriate letters.</u>	The opportunity to address this objective is available on the following pages: 6, 7	The opportunity to address this objective is available on the following pages: 6, 7

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
2) Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	The opportunity to address this objective is available on the following pages: 6-9	The opportunity to address this objective is available on the following pages: 6-9
3) <u>Blend letter sounds in one-syllable words.</u>	The opportunity to address this objective is available on the following pages: 82-96	The opportunity to address this objective is available on the following pages: 82-96
4) Begin to recognize common word families.	NA	NA
5) Read some words derived from common word families (e.g., -at, -ig, -ot).	NA	NA
6) Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).	62, 64, 66, 68, 70, 72, 74, 76, 78, 80	62, 64, 66, 68, 70, 72, 74, 76, 78, 80
7) Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).	62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82-96	62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82-96
d. The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, ing).	NA	NA
e. The student will develop and apply knowledge of words and word meanings to communicate. 1) <u>Name pictures of common objects and concepts.</u>	49, 51, 60-81	49, 51, 60-81

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
2) <u>Use words to describe location, size, color, and shape.</u>	60, 61, 64, 65, 66, 67, 78-79	60, 61, 64, 65, 66, 67, 78-79
3) Identify and sort pictures of common words into basic categories (e.g., animals, food, toys).	The opportunity to address this objective is available on the following pages: 60-81	The opportunity to address this objective is available on the following pages: 60-81
4) Begin to recognize word relationships.	The opportunity to address this objective is available on the following pages: 82-96	The opportunity to address this objective is available on the following pages: 82-96
f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad).	NA	NA
g. The student will use pictures and context to understand the meaning of a word.	The opportunity to address this objective is available on the following pages: 24, 25, 58	The opportunity to address this objective is available on the following pages: 24, 25, 58
h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as a resource).	82-96	82-96

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, or complexity.		
a. The student will apply knowledge of text features, parts of a book, and text structures to analyze text. 1) Text features- titles, illustrations, etc.	The opportunity to address this objective is available on the following page: 24	The opportunity to address this objective is available on the following page: 24
2) Parts of a book- title page, title, author, illustrator, etc.	The opportunity to address this objective is available on the following page: 24	The opportunity to address this objective is available on the following page: 24
3) Text Structures- fiction, nonfiction, etc.	The opportunity to address this objective is available on the following page: 24	The opportunity to address this objective is available on the following page: 24
b. <u>The student will understand and make simple inferences about text.</u> 1) <u>Answer literal who, what, and where questions.</u>	The opportunity to address this objective is available on the following pages: 24, 58	The opportunity to address this objective is available on the following pages: 24, 58

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
2) <u>Identify and discuss main characters, settings, and major events.</u>	The opportunity to address this objective is available on the following pages: 24, 58	The opportunity to address this objective is available on the following pages: 24, 58
3) Use illustrations to discuss the main idea of a simple story.	The opportunity to address this objective is available on the following pages: 24, 58	The opportunity to address this objective is available on the following pages: 24, 58
4) Make simple inferences about narrative and/or informational text.	NA	NA
c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text. 1) <u>Retell a familiar story with the book as a reference.</u>	The opportunity to address this objective is available on the following pages: 24, 33, 46, 47	The opportunity to address this objective is available on the following pages: 24, 33, 46, 47
2) Retell a familiar story without the book including a beginning, middle, and an end.	The opportunity to address this objective is available on the following pages: 24, 33	The opportunity to address this objective is available on the following pages: 24, 33

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
3) Retell two to three steps in the sequence of events in text shared with the student.	The opportunity to address this objective is available on the following pages: 24, 33	The opportunity to address this objective is available on the following pages: 24, 33
d. Respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. 1) Interpret text through moving, drawing, speaking, acting, or singing.	The opportunity to address this objective is available on the following pages: 33, 47, 51, 53, 55	The opportunity to address this objective is available on the following pages: 33, 47, 51, 53, 55
2) Make connections between self and text after shared reading.	The opportunity to address this objective is available on the following pages: 24, 46-47, 58-59	The opportunity to address this objective is available on the following pages: 24, 46-47, 58-59
3) Compose visual images (e.g., draw a picture based on something in the text.	The opportunity to address this objective is available on the following pages: 24, 46-47, 52-53, 54-55	The opportunity to address this objective is available on the following pages: 24, 46-47, 52-53, 54-55

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
4) Identify favorite passages.	The opportunity to address this objective is available on the following page: 24	The opportunity to address this objective is available on the following page: 24
3. The student will express, communicate, evaluate, or exchange ideas effectively.		
a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. <ol style="list-style-type: none"> 1) <u>Planning</u> <ul style="list-style-type: none"> ▪ Use graphic organizers to generate and organize ideas. 	20-25, 30, 31, 38, 39, 40, 41 The opportunity to address this objective is also available on the following pages: 46-59	20-25, 30, 31, 38, 39, 40, 41 The opportunity to address this objective is also available on the following pages: 46-59
2) <u>Drafting</u> <ul style="list-style-type: none"> ▪ Begin to put thoughts on paper through use of scribbling, symbols, pictures, or words. (*Writing for kindergarten students is defined as making marks and/or symbols on a page that possess meaning for the author.) 	20, 26, 32 The opportunity to address this objective is also available on the following pages: 46-59	20, 26, 32 The opportunity to address this objective is also available on the following pages: 46-59
3) <u>Revising</u> <ul style="list-style-type: none"> ▪ Begin to add details to compositions. 	20, 27, 36, 37, 42 The opportunity to address this objective is also available on the following pages: 46-59	20, 27, 36, 37, 42 The opportunity to address this objective is also available on the following pages: 46-59

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
4) <u>Editing</u> <ul style="list-style-type: none"> ▪ Begin to edit for capitalization and end punctuation in written compositions. 	20, 28, 44, 45 The opportunity to address this objective is also available on the following pages: 46-59	20, 28, 44, 45 The opportunity to address this objective is also available on the following pages: 46-59
5) <u>Publishing/Sharing</u> <ul style="list-style-type: none"> ▪ Share compositions with others by displaying and retelling ideas. . 	20, 29, 33, 34 The opportunity to address this objective is also available on the following pages: 46-59	20, 29, 33, 34 The opportunity to address this objective is also available on the following pages: 46-59
b. The student will compose a description of a person, place, or thing. <ol style="list-style-type: none"> 1) Compose drawings/visual images and orally describe compositions. 	The opportunity to address this objective is available on the following pages: 60-81	The opportunity to address this objective is available on the following pages: 60-81
<ol style="list-style-type: none"> 2) Compose oral descriptions of a familiar person, place, or thing. 	21, 33	21, 33
c. The student will compose a personal story or narrative. <ol style="list-style-type: none"> 1) Compose dictated narratives relating a personal story. 	20-34, 58-59	20-34, 58-59

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
2) Compose drawings/visual images and use to dictate a personal story or narrative.	The opportunity to address this objective is available on the following pages: 58-59, 60-81	The opportunity to address this objective is available on the following pages: 58-59, 60-81
d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.). 1) Compose class reports/charts about a familiar topic.	20-34, 56-57	20-34, 56-57
2) Functional texts (e.g., labels, notes, etc.).	46-55	46-55
4. The student will use Standard English to communicate.		
a. The student will use Standard English grammar. 1) Begin to recognize the use of nouns, verbs, and adjectives.	The opportunity to address this objective is available on the following pages: 42-43	The opportunity to address this objective is available on the following pages: 42-43
2) Begin to recognize the use of articles and conjunctions.	NA	NA
b. The student will use Standard English mechanics. 1) Begin to recognize and use end punctuation (e.g., period, question mark, exclamation mark) in shared writing.	14, 15, 16, 28, 44, 45	14, 15, 16, 28, 44, 45
2) Begin to recognize and use capital letters (e.g., first word in a sentence, name) in shared writing.	12, 13, 16, 17, 44, 45	12, 13, 16, 17, 44, 45

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>3) Begin to use developmentally appropriate spelling.</p> <ul style="list-style-type: none"> -Recognize and record some beginning and ending sounds in words. -Spell first and last name. -Spell some sight words. 	<p>The opportunity to address this objective is available on the following pages: 8, 9, 23, 25, 26, 27, 30, 31, 32, 46-59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81</p>	<p>The opportunity to address this objective is available on the following pages: 8, 9, 23, 25, 26, 27, 30, 31, 32, 46-59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81</p>
<p>4) Develop handwriting skills.</p> <ul style="list-style-type: none"> -Position paper in order to write in a left to right progression. -Trace/draw recognizable shapes. -Reproduce a visual pattern. -Trace, copy, and generate letters. -Write first and last name legibly. 	<p>7, 9, 10-13, 16, 17, 30-33, 43, 47, 49, 51, 53, 55, 57, 59</p>	<p>7, 9, 10-13, 16, 17, 30-33, 43, 47, 49, 51, 53, 55, 57, 59</p>
<p>c. The student will begin to use a variety of sentence structures.</p> <p>1) Speak in complete sentences.</p>	<p>The opportunity to address this objective is available on the following pages: 21, 33</p>	<p>The opportunity to address this objective is available on the following pages: 21, 33</p>
<p>2) Initiate questions in conversation using age-appropriate words.</p>	<p>The opportunity to address this objective is available on the following pages: 21</p>	<p>The opportunity to address this objective is available on the following pages: 21</p>



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