

Mississippi Department of Education

Early Literacy Skills Builder from Attainment Company

Alignment to Language Arts Standards

Alignment is indicated with **yellow highlighted text**. The Sounds and Symbols Component includes skill objectives. Objectives 1, 2, 3, 4, 5, 8, 13, and 14 occur in Levels One through Seven. Objectives 6, 9 and 10 are found in Levels Two through Seven. Objectives 7, 11, and 12 are found in Levels Four through Seven. Building with Stories is another component of the program including global objectives and access to general curriculum.

Kindergarten Competencies and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate. Building with Sounds and Symbols Objectives 1-14; Building with Stories Component

2.

a. The student will apply knowledge of concepts about print. (DOK 1) Building with Sounds and Symbols Objectives 1, 2, 3, 4, 5, 8; Building with Stories Component

- 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).
- 2) Demonstrate that print carries meaning for the reader.
- 3) Identify front cover, back cover, and title page of a book.
- 4) Point to words in a text when reading aloud, matching spoken words to print.
- 5) Track words from left to right and top to bottom on a printed page.
- 6) Recognize that sentences in print are made up of separate words.
- 7) Distinguish letters from words.
- 8) Distinguish between uppercase and lowercase letters.

b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)
Building with Sounds and Symbols Objectives 6, 7, 8, 9, 10, 11, 12; Building with Stories Component

(Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities. Priority items are underlined.)

- 1) Break spoken sentences into individual words (e.g., claps, taps, speaks).
- 2) Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).
- 3) Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ɔ/ in hop).
- 4) Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).
- 5) Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot +ball).
- 6) Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig).
- 7) Articulate phonemes correctly.
- 8) Blend phonemes orally to make a word (e.g., /p/ /ă/ /t/ = pat, /b/ /ü / /g/ = bug).
- 9) Segment phonemes orally within a spoken word (e.g., sit = /s/ /i/ /t/, rap = /r/ /ă/ /p/).

c. The student will use word recognition skills. (DOK 1) **Building with Sounds and Symbols Objectives 1, 2, 4, 5, 7, 8, 9, 10, 12**

- 1) Match all consonant and short vowel sounds to the appropriate letters.
- 2) Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.
- 3) Blend letter sounds in one syllable words.
- 4) Begin to recognize common word families.
- 5) Read some words derived from common word families (e.g., -at, -ig, -ot).
- 6) Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).

7) Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).

d. *The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing). (DOK 1)*

e. *The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) Building with Sounds and Symbols Objectives 1, 2, 4, 5, 13, 14; Building with Stories Component*

1) Name pictures of common objects and concepts.

2) Use words to describe location, size, color, and shape.

3) Identify and sort pictures of common words into basic categories (e.g., animals, foods, toys).

4) Begin to recognize word relationships.

f. *The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). (DOK 1)*

g. *The student will use pictures and context to understand the meaning of a word. (DOK 2)*

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 resource). (DOK 1)*

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity. Building with Sounds and Symbols Objective 5; Building with Stories Component

a. *The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) Building with Sounds and Symbols Objective 5; Building with Stories Component*

1) Text features – titles, illustrations, etc.

- 2) Parts of a book – title page, title, author, illustrator, etc.
- 3) Text structures – sequential order
- 4) Genres – fiction, nonfiction, and poetry (nursery rhymes)

b. The student will understand and make simple inferences about text. (DOK 2)
Building with Sounds and Symbols Objectives 4, 5; Building with Stories Component

- 1) Answer literal who, what, and where questions.
- 2) Identify and discuss main characters, settings, and major events.
- 3) Use illustrations to discuss the main idea of a simple story.
- 4) Make simple inferences about narrative and/or informational text.

c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. (DOK 2)

Building with Sounds and Symbols Objective 5; Building with Stories Component

- 1) Retell a familiar story with the book as a reference.
- 2) Retell a familiar story without the book including a beginning, middle, and end.
- 3) Retell two to three steps in the sequence of events in text shared with the student.

d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2)
Building with Sounds and Symbols Objective 5; Building with Stories Component

- 1) Interpret text through moving, drawing, speaking, acting, or singing.
- 2) Make connections between self and text after shared reading.
- 3) Compose visual images (e.g., draw a picture based on something in the text).
- 4) Identify favorite passages.

3. The student will express, communicate, evaluate, or exchange ideas effectively. Building with Sounds and Symbols Objective 14; Building with Stories Component

a. *The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). (DOK 3)*

1) Planning

- Begin to use graphic organizers to generate and organize ideas.

2) Drafting

- 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.*]

3) Revising

- Begin to add details to compositions.

4) Editing

- Begin to edit for capitalization and end punctuation in written compositions.

5) Publishing/Sharing

- Share compositions with others by displaying and retelling ideas.

b. *The student will compose a description of a person, place, or thing. (DOK 3)*

1) Compose drawings/visual images and orally describe compositions.

2) Compose oral descriptions of a familiar person, place, or thing.

c. *The student will compose a personal story or narrative. (DOK 3)*

1) Compose dictated narratives relating a personal story.

2) Compose drawings/visual images and use to dictate a personal story or narrative.

d. *The student will compose informational text about a familiar topic (e.g., families, animals, etc.). (DOK 3)*

- 1) Compose class reports/charts about a familiar topic.
- 2) Functional texts (e.g., labels, notes, etc.).

4. The student will apply Standard English to communicate. Building with Sounds and Symbols Objectives 1-14; Building with Stories Component

a. The student will use Standard English grammar. (DOK 1)

- 1) Begin to recognize the use of nouns, verbs, and adjectives.
- 2) Begin to recognize the use of articles and conjunctions.

b. The student will use Standard English mechanics. (DOK 1)

- 1) Begin to recognize and use end punctuation (e.g., period, question mark, exclamation mark) in shared writing.
- 2) Begin to recognize and use capital letters (e.g., first word in a sentence, name) in shared writing.
- 3) Begin to use developmentally appropriate spelling.
 - Recognize and record some beginning and ending sounds in words.
 - Spell first and last name.
 - Spell some sight words.

4) Develop handwriting skills

- Position paper in order to write in a left to right progression moving from top to bottom on the page
- Trace/draw recognizable shapes.
- Reproduce a visual pattern.
- Trace, copy, and generate letters.
- Write first and last name legibly.

c. The student will begin to use a variety of sentence structures. (DOK 1)

- 1) Speak in complete sentences.
- 2) Initiate questions in conversation using age-appropriate words, phrases, and sentences.

First Grade

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in kindergarten. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.

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) b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) Building with Sounds and Symbols Objectives 3, 4, 5, 8, 13, 14; Building with Stories Component

1) Point to words in text when reading aloud, matching spoken words to print.

2) Distinguish between uppercase and lowercase letters.

3) Identify and use title page, title, author, illustrator, and table of contents of a book.

4) Identify dialogue in connected text.

b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) Building with Sounds and Symbols Objectives 6, 7, 8, 9, 10, 11, 12; Building with Stories Component
(Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities.)

1) Identify and produce rhyming words orally **that include consonant blends and digraphs** (e.g., flat/splat, trap/snap, sing/ring).

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).

3) Identify and count the number of syllables in a spoken word.

4) Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).

5) Distinguish short and long vowel sounds in spoken one syllable words (e.g., bīt/bīte, hōp/hōpe).

6) Blend and segment the phonemes in words containing two to four phonemes
(e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).

- 7) Blend and segment sounds in spoken words containing initial and final blends.
- 8) Add or delete a phoneme to change a spoken word (e.g., Add /b/ to “at” = bat or take /k/ from “cat”=at).

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 /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	

Second Grade

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in first grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

- a. *The student will apply knowledge of phonological and phonemic awareness. (DOK 2)*
Building with Sounds and Symbols Objectives 6, 7, 8, 9, 10, 11, 12; Building with Stories Component

(Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities.)

- 1) Blend and segment spoken words into syllables and syllables into phonemes.
- 2) Continue to identify and count the number of syllables in a spoken word.
- 3) **Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at”= bat; or take /k/ from “cat” = at; change /i/ in hit to /a/ = hat. What happens when you change “spot” to “stop”?).**

b. The student will use word recognition skills for multi-syllabic words. (DOK 2)

- 1) Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.

Examples:

Vowel digraphs:	/oa/ in road, /ea/ in read
Diphthongs:	/oi/, /oy/, /ou/, /ow/, /ew/
R-controlled:	er = /r/ in fern ir = /r/ in bird ur = /r/ in turn

Third Grade

3.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in second grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The

Mississippi Curriculum Test, 2nd Edition (MCT2) for third grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

State level assessments may reflect skills and objectives covered in Kindergarten through grade three.

1. The student will use word recognition and vocabulary (word meaning)

skills to communicate. *b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) Building with Sounds and Symbols Objectives 7, 8, 9, 10, 11, 12, 13, 14; Building with Stories Component*

a. The student will use word recognition skills for multi-syllabic words. (DOK 2)

- 1) Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.

Examples:

Vowel digraphs:	/oa/ in road, /ea/ in read
Diphthongs:	/oi/, /oy/, /ou/, /ow/, /ew/
R-controlled:	er = /r/ in fern ir = /r/ in bird ur = /r/ in turn

Fourth Grade

Competency and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in third grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The

Mississippi Curriculum Test, 2nd Edition (MCT2) for fourth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

State level assessments may reflect skills and objectives covered in Kindergarten through grade four.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate. Building with Sounds and Symbols Objectives 1, 2, 4, 5, 13, 14; Building with Stories Component
 - a. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) for decoding words. (DOK 1)
 - b. The student will identify roots and affixes (e.g., **non-**, **trans-**, **over-**, **anti-**, **-tion**, **-or**, **-ion**, **-ity**, **-ment**, **-ic**) in words. (DOK 2)
 - c. The student will develop and apply **expansive** knowledge of words and word meanings to communicate. (DOK 1)
 - d. The student will identify and **produce** grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)
 - e. The student will use **definitional, synonym, or antonym** context clues to **infer** the meanings of unfamiliar words. (DOK 2)
 - f. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, **hyperbole**) to determine the meaning of words and to **communicate**. (DOK 2)
 - g. The student will use reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation, **syllabication, synonyms, antonyms, and parts of speech for unknown words**. [Note: These reference materials are not available during the administration of state tests.] (DOK 1)

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity. b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) Building with Stories Component

a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)

1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, **bold-faced print, italics, maps, icons, pull down menus, key word searches**, etc.

2) Parts of a book - title page, table of contents, glossary, index, **appendix, footnotes**, etc.

3) Text structures - sequential order, description, simple cause and effect, simple procedure, **compare/contrast**, etc.

4) Genres – Fiction, nonfiction, and poetry

b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)

1) Identify the stated main idea or supporting details in a paragraph.

2) **Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.**

3) Identify stated causes and effect relationships in paragraphs and short passages.

4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.

5) Predict a **logical** outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.

c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)

d. *The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. (DOK 3)*

1) **Story elements (e.g., setting, characters, character traits, events, resolution, point of view)**

2) **Literary devices (e.g., imagery, exaggeration, dialogue)**

3) **Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)**

4) **Author's purpose (e.g., inform, entertain, persuade)**

e. *The student will identify facts, opinions, or tools of persuasion in text. (DOK 2)*

1) Distinguish between fact and opinion.

2) **Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view).**

3. The student will express, communicate, evaluate, or exchange ideas effectively.
Building with Sounds and Symbols Objectives 6, 7, 8, 9, 10, 11, 12; Building with Stories Component

a. *The student will use **and reflect on an** appropriate composing process (e.g., planning, drafting, revising, editing, publishing/ sharing) **to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length.** [Note: Editing will be tested under competency four.] (DOK 3)*

1) Planning

- Plan for composing using a variety of strategies (e.g., **brainstorming, drawing, graphic organizers, peer discussion, reading, viewing**).

2) Drafting

- **Draft with increasing fluency.**

3) Revising

- **Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.**

4) Editing

- Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.

5) Publishing/Sharing

- Share writing with others formally and informally using a variety of media.

b. *The student will compose descriptive texts using specific details and vivid language.*
(DOK 3)

c. *The student will compose narrative text **relating an event** with a clear beginning, middle, and end.* **(DOK 3)**

1) Stories and retellings

2) Narrative poems

3) PowerPoint presentations

*d. The student will compose informational text **clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure.** (DOK 3)*

1. Reports
2. Letters
3. Functional texts
4. **Presentations**
5. **Poems**

*e. The student will compose simple persuasive text **clearly expressing a main idea with supporting details for a specific purpose and audience.** (DOK 3)*

- 1) Letters
- 2) Speeches
- 3) Advertisements

*f. The student will **compose text based on inquiry and research.** (DOK 3)*

- 1) Generate questions.
- 2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.
- 3) Identify and paraphrase important information from sources.
- 4) Present the results.

4. The student will apply Standard English to communicate.

*a. The student will apply Standard English grammar to **compose or edit.** (DOK 1)*

- 1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)
- 2) Verbs (e.g., helping verbs, irregular verbs, **linking verbs**)

- 3) Verb tense(conjugation and purpose for past, present, future, **present perfect**)
- 4) Subject-verb agreement
- 5) Articles and coordinating conjunctions
- 6) Adjectives (e.g., possessive, comparative, superlative)
- 7) Prepositions
- 8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, **object pronouns, reflexive pronouns, demonstrative pronouns**)
- 9) Pronoun-antecedent agreement (number and gender)
- 10) Adverbs (avoiding double negatives; **comparative forms**)
- 11) Interjections

b. The student will apply Standard English mechanics to compose or edit. (DOK 1)

- 1) End punctuation (e.g., period, question mark, exclamation point)
- 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
- 3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, **introductory prepositional phrases, and nonessential appositive phrases**)
- 4) Apostrophes (e.g., possessives; contractions)
- 5) Quotation marks (e.g., quotations; titles of poems, **titles of songs, titles of short stories**)
- 6) Underlining/Italics (e.g., titles of books and movies)
- 7) Colons (e.g., time, **before lists introduced by independent clauses**)
- 8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," **first word in greetings and closings of friendly letters, proper adjectives**)
- 9) Spell words commonly found in **fourth grade** level text.

10) Produce legible text.

c. *The student will apply knowledge of sentence structure in **composing or editing**.*
(DOK 2)

- 1) Analyze the structure of sentences (e.g., simple sentences **including those with compound subjects and/or compound predicates**; compound sentences; and **complex sentences, including independent and dependent clauses**).
- 2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences; and **complex sentences**.
- 3) Avoid sentence fragments and run-on sentences, and **comma splices**.
- 4) **Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, and appositive phrases**.
- 5) **Compose sentences containing descriptive, adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases**.