

**Main Criteria:** Classroom Supplement Units Kindergarten  
**Secondary Criteria:** Mississippi Standards and Frameworks  
**Subject:** Language Arts  
**Grade:** K

## Classroom Supplement Units Kindergarten

Pre-writing

### Mississippi Standards and Frameworks

#### Language Arts

Grade K - Adopted: 2010

<b>COMPETENCY</b>	<b>MS.CC.R L.K.</b>	<b>Reading Standards for Literature</b>
<b>OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>NUMBERED ITEMS</b>	<b>RL.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>NUMBERED ITEMS</b>	<b>RL.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>COMPETENCY</b>	<b>MS.CC.R L.K.</b>	<b>Reading Standards for Literature</b>
<b>OBJECTIVE</b>		<b>Craft and Structure</b>
<b>NUMBERED ITEMS</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>NUMBERED ITEMS</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>
<b>COMPETENCY</b>	<b>MS.CC.R L.K.</b>	<b>Reading Standards for Literature</b>
<b>OBJECTIVE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>NUMBERED ITEMS</b>	<b>RL.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>COMPETENCY</b>	<b>MS.CC.RI .K.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>NUMBERED ITEMS</b>	<b>RI.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>NUMBERED ITEMS</b>	<b>RI.K.2.</b>	<b>With prompting and support, identify the main topic and retell key details of a text.</b>
<b>COMPETENCY</b>	<b>MS.CC.RI .K.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE</b>		<b>Craft and Structure</b>
<b>NUMBERED ITEMS</b>	<b>RI.K.4.</b>	<b>With prompting and support, ask and answer questions about unknown words in a text.</b>
<b>COMPETENCY</b>	<b>MS.CC.RI .K.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
<b>NUMBERED ITEMS</b>	<b>RI.K.7.</b>	<b>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</b>
<b>NUMBERED ITEMS</b>	<b>RI.K.8.</b>	<b>With prompting and support, identify the reasons an author gives to support points in a text.</b>
<b>COMPETENCY</b>	<b>MS.CC.RI .K.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>NUMBERED ITEMS</b>	<b>RI.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>COMPETENCY</b>	<b>MS.CC.R F.K.</b>	<b>Reading Standards: Foundational Skills</b>
<b>OBJECTIVE</b>		<b>Print Concepts</b>

NUMBERED ITEMS	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Phonological Awareness
NUMBERED ITEMS	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.K.4.	Read emergent-reader texts with purpose and understanding.
COMPETENCY	MS.CC.W K.	Writing Standards
OBJECTIVE		Research to Build and Present Knowledge
NUMBERED ITEMS	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
COMPETENCY	MS.CC.S L.K.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
COMPETENCY	MS.CC.S L.K.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
NUMBERED ITEMS	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
COMPETENCY	MS.CC.S L.K.	Speaking and Listening Standards

OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
NUMBERED ITEMS	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
NUMBERED ITEMS	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	L.K.2(b)	Recognize and name end punctuation.
INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Mississippi Standards and Frameworks

Language Arts

Grade K - Adopted: 2010

COMPETENCY	MS.CC.R.L.K.	Reading Standards for Literature
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.

COMPETENCY	MS.CC.R L.K.	Reading Standards for Literature
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	RL.K.4.	Ask and answer questions about unknown words in a text.
NUMBERED ITEMS	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
COMPETENCY	MS.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
NUMBERED ITEMS	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
NUMBERED ITEMS	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
COMPETENCY	MS.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
COMPETENCY	MS.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
NUMBERED ITEMS	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
COMPETENCY	MS.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Print Concepts
NUMBERED ITEMS	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Phonological Awareness
NUMBERED ITEMS	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.)
INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition

NUMBERED ITEMS	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.K.4.	Read emergent-reader texts with purpose and understanding.
COMPETENCY	MS.CC.W. K.	Writing Standards
OBJECTIVE		Research to Build and Present Knowledge
NUMBERED ITEMS	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
COMPETENCY	MS.CC.S L.K.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
COMPETENCY	MS.CC.S L.K.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
NUMBERED ITEMS	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
COMPETENCY	MS.CC.S L.K.	Speaking and Listening Standards
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
NUMBERED ITEMS	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
NUMBERED ITEMS	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
COMPETENCY	MS.CC.L. K.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
COMPETENCY	MS.CC.L. K.	Language Standards
OBJECTIVE		Conventions of Standard English

NUMBERED ITEMS	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	L.K.2(b)	Recognize and name end punctuation.
INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

Mississippi Standards and Frameworks

Language Arts

Grade K - Adopted: 2010

COMPETENCY	MS.CC.R.L.K.	Reading Standards for Literature
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
NUMBERED ITEMS	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
COMPETENCY	MS.CC.R.L.K.	Reading Standards for Literature
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	RL.K.4.	Ask and answer questions about unknown words in a text.
NUMBERED ITEMS	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
COMPETENCY	MS.CC.R.L.K.	Reading Standards for Literature
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
COMPETENCY	MS.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE		Key Ideas and Details

NUMBERED ITEMS	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
NUMBERED ITEMS	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
NUMBERED ITEMS	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
COMPETENCY	MS.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
COMPETENCY	MS.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
NUMBERED ITEMS	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
COMPETENCY	MS.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
COMPETENCY	MS.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE		Print Concepts
NUMBERED ITEMS	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
COMPETENCY	MS.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE		Phonological Awareness
NUMBERED ITEMS	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with <i>ll</i> , <i>rl</i> , or <i>lxl</i> .)
INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
COMPETENCY	MS.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
COMPETENCY	MS.CC.R	Reading Standards: Foundational Skills

	F.K.	
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.K.4.	Read emergent-reader texts with purpose and understanding.
COMPETENCY	MS.CC.W.K.	Writing Standards
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
COMPETENCY	MS.CC.W.K.	Writing Standards
OBJECTIVE		Production and Distribution of Writing
NUMBERED ITEMS	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
COMPETENCY	MS.CC.W.K.	Writing Standards
OBJECTIVE		Research to Build and Present Knowledge
NUMBERED ITEMS	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
COMPETENCY	MS.CC.S.L.K.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
COMPETENCY	MS.CC.S.L.K.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
NUMBERED ITEMS	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
COMPETENCY	MS.CC.S.L.K.	Speaking and Listening Standards
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
NUMBERED ITEMS	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
NUMBERED ITEMS	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
COMPETENCY	MS.CC.L.K.	Language Standards



<b>OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>NUMBERED ITEMS</b>	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
<b>INDICATOR</b>	L.K.2(b)	Recognize and name end punctuation.
<b>INDICATOR</b>	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b>INDICATOR</b>	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>COMPETENCY</b>	MS.CC.L.K.	Language Standards
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>INDICATOR</b>	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
<b>INDICATOR</b>	L.K.4(b)	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
<b>COMPETENCY</b>	MS.CC.L.K.	Language Standards
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>INDICATOR</b>	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
<b>INDICATOR</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>INDICATOR</b>	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>INDICATOR</b>	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>COMPETENCY</b>	MS.CC.L.K.	Language Standards
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Mississippi Standards and Frameworks  
Language Arts  
Grade K - Adopted: 2010

<b>COMPETENCY</b>	MS.CC.R.L.K.	Reading Standards for Literature
<b>OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>NUMBERED ITEMS</b>	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>NUMBERED ITEMS</b>	RL.K.2.	With prompting and support, retell familiar stories, including key details.
<b>NUMBERED ITEMS</b>	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>COMPETENCY</b>	MS.CC.R.L.K.	Reading Standards for Literature
<b>OBJECTIVE</b>		<b>Craft and Structure</b>
<b>NUMBERED ITEMS</b>	RL.K.4.	Ask and answer questions about unknown words in a text.
<b>NUMBERED ITEMS</b>	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
<b>COMPETENCY</b>	MS.CC.R.L.K.	Reading Standards for Literature
<b>OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>

NUMBERED ITEMS	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
COMPETENCY	MS.CC.R L.K.	Reading Standards for Literature
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
COMPETENCY	MS.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
COMPETENCY	MS.CC.RI .K.	Reading Standards for Informational Text
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Print Concepts
NUMBERED ITEMS	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Phonological Awareness
NUMBERED ITEMS	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
COMPETENCY	MS.CC.R F.K.	Reading Standards: Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.K.4.	Read emergent-reader texts with purpose and understanding.
COMPETENCY	MS.CC.W K.	Writing Standards

OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
COMPETENCY	MS.CC.S L.K.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
COMPETENCY	MS.CC.S L.K.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
NUMBERED ITEMS	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
COMPETENCY	MS.CC.S L.K.	Speaking and Listening Standards
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
NUMBERED ITEMS	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
NUMBERED ITEMS	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
COMPETENCY	MS.CC.L. K.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
COMPETENCY	MS.CC.L. K.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun <i>I</i> .
INDICATOR	L.K.2(b)	Recognize and name end punctuation.
INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
COMPETENCY	MS.CC.L. K.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
COMPETENCY	MS.CC.L. K.	Language Standards

<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>INDICATOR</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>INDICATOR</b>	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>INDICATOR</b>	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>COMPETENCY</b>	MS.CC.L.K.	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Mississippi Standards and Frameworks  
Language Arts  
Grade K - Adopted: 2010

<b>COMPETENCY</b>	MS.CC.R.L.K.	<b>Reading Standards for Literature</b>
<b>OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>NUMBERED ITEMS</b>	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>NUMBERED ITEMS</b>	RL.K.2.	With prompting and support, retell familiar stories, including key details.
<b>NUMBERED ITEMS</b>	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>COMPETENCY</b>	MS.CC.R.L.K.	<b>Reading Standards for Literature</b>
<b>OBJECTIVE</b>		<b>Craft and Structure</b>
<b>NUMBERED ITEMS</b>	RL.K.4.	Ask and answer questions about unknown words in a text.
<b>NUMBERED ITEMS</b>	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
<b>COMPETENCY</b>	MS.CC.R.L.K.	<b>Reading Standards for Literature</b>
<b>OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
<b>NUMBERED ITEMS</b>	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<b>COMPETENCY</b>	MS.CC.R.L.K.	<b>Reading Standards for Literature</b>
<b>OBJECTIVE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>NUMBERED ITEMS</b>	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
<b>COMPETENCY</b>	MS.CC.RI.K.	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>NUMBERED ITEMS</b>	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>NUMBERED ITEMS</b>	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
<b>NUMBERED ITEMS</b>	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>COMPETENCY</b>	MS.CC.RI.K.	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE</b>		<b>Craft and Structure</b>
<b>NUMBERED ITEMS</b>	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.

COMPETENCY	MS.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
COMPETENCY	MS.CC.RI.K.	Reading Standards for Informational Text
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
COMPETENCY	MS.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE		Print Concepts
NUMBERED ITEMS	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
COMPETENCY	MS.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE		Phonological Awareness
NUMBERED ITEMS	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with <i>ll</i> , <i>lrl</i> , or <i>lxl</i> .)
INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
COMPETENCY	MS.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
COMPETENCY	MS.CC.RF.K.	Reading Standards: Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.K.4.	Read emergent-reader texts with purpose and understanding.
COMPETENCY	MS.CC.W.K.	Writing Standards
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
NUMBERED ITEMS	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
NUMBERED	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or

ITEMS		several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
COMPETENCY	MS.CC.W.K.	Writing Standards
OBJECTIVE		Production and Distribution of Writing
NUMBERED ITEMS	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
COMPETENCY	MS.CC.S.L.K.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
COMPETENCY	MS.CC.S.L.K.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
NUMBERED ITEMS	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
COMPETENCY	MS.CC.S.L.K.	Speaking and Listening Standards
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
NUMBERED ITEMS	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
NUMBERED ITEMS	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	L.K.2(b)	Recognize and name end punctuation.
INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
COMPETENCY	MS.CC.L.K.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
COMPETENCY	MS.CC.L. K.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
COMPETENCY	MS.CC.L. K.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.