

HIGH SCHOOL CURRICULUM

A SYNERGISTIC SYSTEM



STANDARDS CORRELATION REPORT

Thursday, May 29, 2014

STANDARDS FROM

Mississippi | Early Learning Guidelines | Language, Vocabulary and Early Literacy Devel (2006)

Prekindergarten for Four Year Old Children,



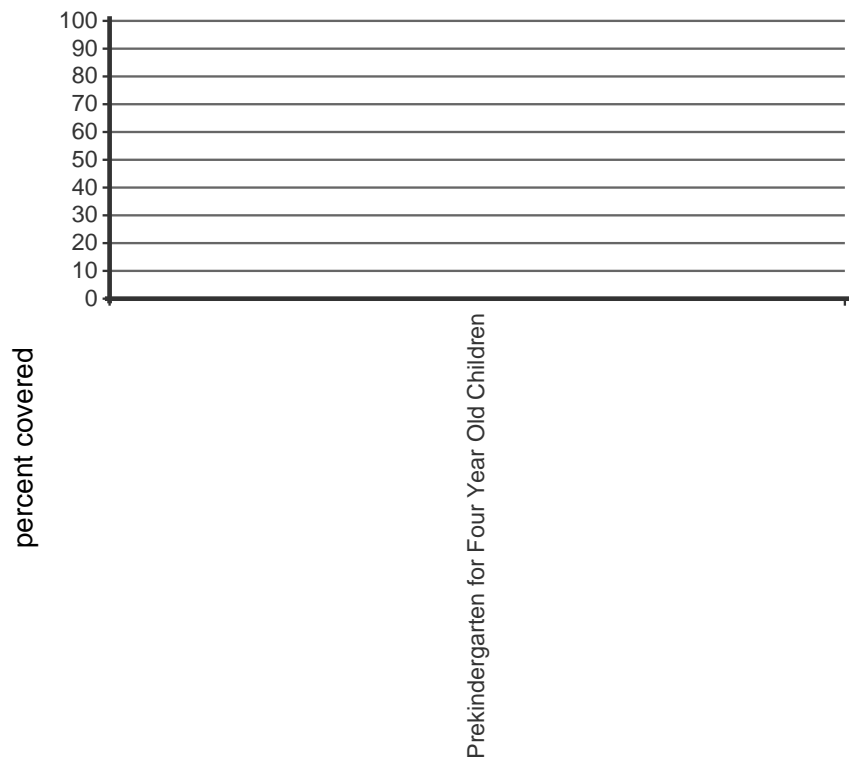
STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Prekindergarten for Four Year Old Children standards covered :0 of 38 (0%)

Standards/Benchmarks Addressed



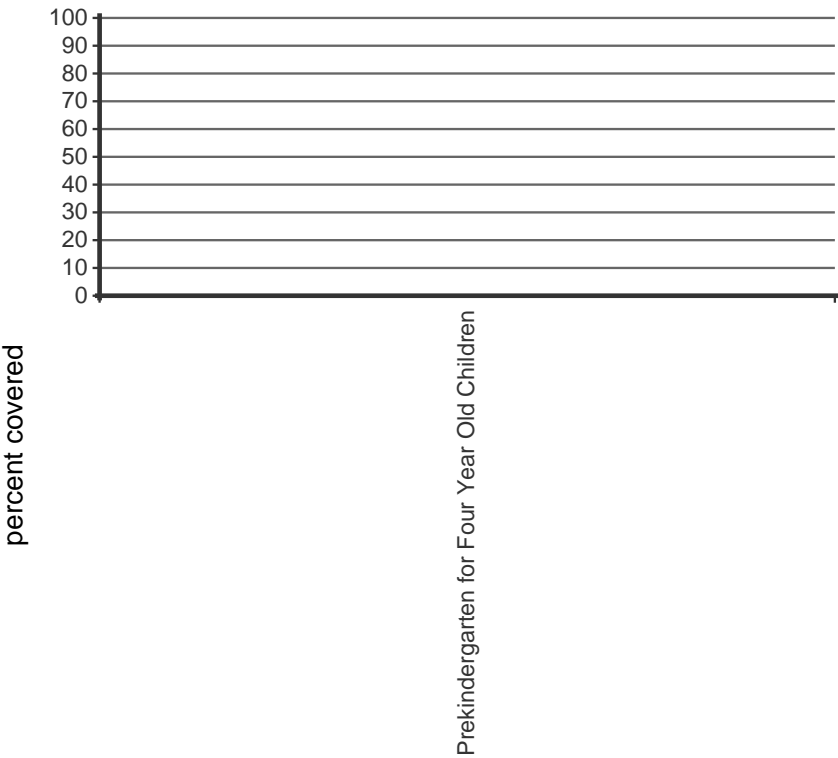
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

Benchmarks are considered the statements at the lowest level of the document. When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Prekindergarten for Four Year Old Children standards covered :0 of 33 (0%)

Benchmarks Addressed



COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set chosen for this report and the titles that address them. Statements that are colored gray are not addressed by any title in the title set chosen for this report

Prekindergarten for Four Year Old Children

- Prekindergarten for Four Year Old Children standards covered :0 of 38 (0%)
- Prekindergarten for Four Year Old Children standards covered :0 of 33 (%)

	Prekindergarten for Four Year Old Children Mississippi Early Learning Guidelines Language, Vocabulary and Early Literacy Devel (2006)
1	Exhibits developmentally appropriate receptive language
1.1	Listens to others with understanding
1.2	Listens attentively to stories
1.3	Recognizes environmental sounds
1.4	Listens to music
1.5	Listens to the sounds produced by musical instrument
1.6	Understands and follows simple two or three-step directions
2	Exhibits developmentally appropriate oral language for communication purposes
2.1	Shows an increase in vocabulary by using specialized vocabulary when communicating with others
2.2	Identifies common objects and interprets pictures
2.3	Uses language to express actions
2.4	Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation

	Prekindergarten for Four Year Old Children Mississippi Early Learning Guidelines Language, Vocabulary and Early Literacy Devel (2006)
2.5	Uses language to recall a sequence of events or retell a familiar story
2.6	Becomes aware of the structure of language; uses simple sentences, new vocabulary, and positional words in proper context
3	Demonstrates phonological and phonemic awareness
3.1	Distinguishes words in a sentence (identifies whole words – sentence to word segmentation)
3.2	Begins to recognize rhyming words
3.3	Distinguishes sound units/ syllables (clapping/stomping/finger tapping)
3.4	Orally segments, blends, and deletes syllables
3.5	Begins to notice beginning phonemes/sounds (not graphemes/letters)
3.6	Begins to notice ending phonemes/sounds (not graphemes/letters)
3.7	Begins to blend onset and rime
4	Demonstrates an awareness of print
4.1	Recognizes local environmental print
4.2	Understands that print conveys meaning
4.3	Holds a book correctly and begins to understand directionality
4.4	Recognizes first name in print
4.5	Begins to recognize letters of the alphabet
4.6	Attempts writing (scribble/drawing)
4.7	Understands that different text forms are used for different purposes
5	Constructs meaning when responding to a story or a picture
5.1	Shows an interest in books and reading

	Prekindergarten for Four Year Old Children Mississippi Early Learning Guidelines Language, Vocabulary and Early Literacy Devel (2006)
5.2	Joins in reading of familiar predictable/pattern books
5.3	Demonstrates understanding of literal meaning of story through questions and comments
5.4	Begins to predict an outcome
5.5	Begins to develop an awareness of cause and effect
5.6	Begins to differentiate reality from fantasy
5.7	Begins to connect information from a story to life experiences

COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

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STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

Prekindergarten for Four Year Old Children

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