

**Perfection Learning Corporation**  
**CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**English/Language Arts**  
**Grade 1**  
**Focus on Reading Strategies Level A**

<b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>	Pupil Edition Page References	Teacher Edition Page References
<b>a.</b> The student will apply knowledge of concepts about print.		
<b>1)</b> Point to words in text when reading aloud matching spoken words to print.	NA	NA
<b>2)</b> Distinguish between uppercase and lowercase letters.	NA	NA
<b>3)</b> Identify and use title page, title, author, illustrator, and table of contents of a book.	NA	NA
<b>4)</b> Identify dialogue in connected text.	NA	NA
<b>b.</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).		
<b>1)</b> Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring).	NA	NA
<b>2)</b> Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in “bi-cycle,” bas + ket + ball = basketball, telephone = tel + e + phone).	NA	NA
<b>3)</b> Identify and count the number of syllables in a spoken word.	NA	NA
<b>4)</b> Identify orally beginning, final, and medial sounds in one-syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).	NA	NA
<b>5)</b> Distinguish short and long vowel sounds in spoken one-syllable words (e.g., bīt/bīte, hōp/hōpe).	NA	NA
<b>6)</b> Blend and segment the phonemes in words containing two to four phonemes (e.g., /b/ /ā/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).	NA	NA
<b>7)</b> Blend and segment sounds in spoken words containing initial and final blends.	NA	NA
<b>8)</b> Add or delete a phoneme to change a spoken word (e.g., Add /b/ to “at” = bat or take /k/ from “cat”=at).	NA	NA
<b>c.</b> The student will use word recognition skills.		
<b>1)</b> 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.	NA	NA
<b>2)</b> Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	NA	NA
<b>3)</b> Read words derived from common word families (e.g., -it, -at, -ite, -ate).	NA	NA
<b>4)</b> Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	NA	NA
<b>5)</b> Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.	NA	NA
<b>6)</b> Identify simple compound words (e.g., dog + house = doghouse).	NA	NA

	Pupil Edition Page References	Teacher Edition Page References
7) Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't).	NA	NA
8) Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.	NA	NA
d. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words.	NA	NA
e. The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words.	NA	NA
f. The student will develop and apply knowledge of words and word meanings to communicate.		
1) Identify and sort pictures and words into basic categories.	25	
2) Recognize and explain word relationships within categories of words.	NA	NA
g. The student will begin to identify and use synonyms, antonyms, and homonyms.	29, 35, 53, 59, 64	NA
h. The student will use context to determine the meanings of unfamiliar or multiple meaning words.	29	
i. The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/or peer as a resource).	NA	NA
<b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</b>		
a. The student will use text features, parts of a book, and text structures to analyze text.		
1) Text features – titles, illustrations, headings, graphs, etc.	6-31	NA
2) Parts of a book – title page, title, author, illustrator, table of contents, etc.	NA	NA
3) Text structures – fiction, nonfiction, description, sequential order, etc.	NA	NA
b. The student will understand, infer, and make simple predictions.		
1) Answer and generate who, what, when, where, why, and how questions.	15-18, 22-23, 64, 71-72, 77	NA
2) Answer and generate questions about characters, settings, and events.	62-73	NA
3) Make simple inferences based on information from narrative and/or informational text.	15-18, 27	NA
4) Identify the main idea of a simple story or topic of an informational text.	54-55	NA
5) Make a prediction about narrative or informational text and confirm or revise the prediction.	15-18, 20, 51-57	NA
6) Use key words in text to justify prediction(s).	NA	NA

	Pupil Edition Page References	Teacher Edition Page References
<b>c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence.</b>		
1) Retell a story including characters, setting, and important events.	<b>74-85</b>	NA
2) Retell the correct sequence of events in narrative and/or informational text	<b>32-44</b>	NA
<b>d. The student will analyze, interpret, compare, or respond to increasingly complex literary and informational text, citing text-based evidence.</b>		
1) Interpret text through moving, drawing, speaking, acting, or singing.	<b>12, 19, 26, 31, 38, 56, 61</b>	NA
2) Make connections between self and text or text and text after sharing text or reading text independently.	NA	NA
3) Compose visual images based on text.	<b>12, 19, 26, 31, 38, 56, 61</b>	NA
4) Identify favorite passages.	NA	NA
<b>3. The student will express, communicate, or evaluate ideas effectively.</b>		.
<b>a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit.</b>		
1) Planning • Use graphic organizers to generate and organize ideas.	NA	NA
2) Drafting • Put thoughts on paper using words and sentences.	NA	NA
3) Revising • Revise compositions by clarifying and adding details.	NA	NA
4) Editing • Edit for capitalization and punctuation.	NA	NA
5) Publishing/Sharing • Share compositions by displaying, retelling, and/or reading ideas.	NA	NA
<b>b. The student will compose a description of a person, place, or thing.</b>		
1) Compose drawings/visual images and orally describe.	NA	NA
2) Compose oral and written descriptions of a familiar person, place, or thing.	NA	NA
<b>c. The student will compose a narrative with a beginning, middle, and end.</b>		
1) Compose retellings/stories with a beginning, middle, and end.	NA	NA
2) Compose drawings/visual images to tell stories with a beginning, middle, and end.	NA	NA
<b>d. The student will compose a short informational text based on a familiar topic, including but not limited to:</b>		
1) Reports	NA	NA
2) Letters, thank you notes, invitations	NA	NA
3) Functional texts (e.g, labels, directions, shopping lists, etc.)	NA	NA

<b>4. The student will apply Standard English to communicate.</b>	Pupil Edition Page References	Teacher Edition Page References
<b>a. The student will use Standard English grammar.</b>		
1) Begin to use nouns (e.g., singular, plural)	NA	NA
2) Begin to use verbs	NA	NA
3) Begin to use articles and conjunctions	NA	NA
4) Begin to use adjectives	NA	NA
5) Begin to use pronouns	NA	NA
<b>b. The student will use Standard English mechanics.</b>		
1) Begin to use appropriate end punctuation (e.g., period, question mark, exclamation point)	NA	NA
2) Begin to use periods in common abbreviations (e.g., Mr., Mrs., Dr., days of the week, months of the year)	NA	NA
3) Begin to use commas (e.g., dates)	NA	NA
4) Begin to use apostrophes (e.g., contractions)	NA	NA
5) Begin to use colon in notation of time	NA	NA
6) Begin to use capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I")	NA	NA
7) Spell words commonly found in first grade level text.	NA	NA
8) Develop handwriting skills. – Position paper in order to write in a left to right progression moving from top to bottom on the page. – Write first and last name legibly. – Write lowercase and uppercase letters legibly. – Write words and sentences legibly using proper spacing.	NA	NA
<b>c. The student will use varied sentence structures.</b>		
1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling).	NA	NA
2) Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative, question, exclamatory/strong feeling).	NA	NA
3) Compose simple sentences.	NA	NA

- All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.
- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.