

**Mississippi Early Learning Standards and Common Core State Standards  
English Language Arts**

Early Learning Standards for Classrooms  
Serving Three-year-old Children  
Language

Early Learning Standards for Classrooms  
Serving Four-year-old Children  
Language

Kindergarten Common Core Language  
Standards

Conventions of Standard English	Conventions of Standard English	Conventions of Standard English
<p>1. With guidance and support, demonstrate age appropriate standard English.</p> <p>a. Ask and answer questions.</p> <p>b. Use simple prepositions (e.g., <i>in, out, on, off</i>).</p> <p>c. Uses proper words instead of slang or "motherese" (e.g., "baby talk").</p>	<p>1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage <i>when speaking</i>.</p> <p>a. Use frequently occurring nouns and verbs.</p> <p>b. Form regular plural nouns by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>c. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>d. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>).</p> <p>e. Produce and expand complete sentences in shared language activities.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lower-case letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>
<p>2. No developmentally appropriate standard</p>	<p>2. With prompting and support, demonstrate awareness of the conventions of standard English.</p> <p>a. Write first name, capitalizing the first letter.</p> <p>b. Attempt to write a letter or letters to represent a word.</p> <p>c. Experiment with written representations of words, using emergent knowledge of sound-letter relationships.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first words in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<b>Knowledge of Language</b>	<b>Knowledge of Language</b>	<b>Knowledge of Language</b>
<p>3. No developmentally appropriate standard</p>	<p>3. No developmentally appropriate standard</p>	<p>3. (Begins in grade 2)</p>
<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>
<p>4. With guidance and support, demonstrate developing vocabulary with the majority of words spoken being understood by adults and peers.</p>	<p>4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.</p> <p>a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b/ Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>

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5. With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., *run, walk; fast, slow; soft, hard*).
- c. Identify real-life connections between words and their use (e.g., find examples of things that are *smooth*).
- d. Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

6. With guidance and support, use words and phrases acquired (e.g., conversations, experiences, shared reading, being read to).

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