Missouri English Language Arts Priority Standards

Grade 1

Reading (Literary and Informational)

1.A Develop and demonstrate comprehension skills in response to reading texts and read-alouds. 1.R.1.A

- c Seeking clarification and locating facts and details about stories and other texts 1.R.1.A.C
- d Retelling main ideas in sequence including key details 1.R.1.A.D

1.B Develop an understanding of vocabulary. 1.R.1.B

- b Identifying common root words and their inflectional endings 1.R.1.B.B
- i Using words and phrases acquired through conversations, reading and being read to, responding to texts 1.R.1.B.I

1.D Read independently for multiple purposes over sustained periods of time. 1.R.1.D

2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. 1.R.2.A

- a Describe characters, setting, problem, solution, and events in logical sequence 1.R.2.A.A
- b Describe the main idea of a story 1.R.2.A.B
- g Compare and contrast adventures and experiences of characters in stories 1.R.2.A.G

3.A Read, infer and draw conclusions using text features in nonfiction texts. 1.R.3.A

- b Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words 1.R.3.A.B
- c Use text features to locate specific information in text 1.R.3.A.C

3.C Read, infer and draw conclusions using text structures in nonfiction texts. 1.R.3.C

- b. Identify main ideas and provide supporting details 1.R.3.C.B

Foundational Skills

2.A Develop phonemic awareness in the reading process. 1.RF.2.A

- a Producing and identifying sounds and syllables in spoken words 1.RF.2.A.A
- b Distinguish between long and short vowel sounds 1.RF.2.A.B

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c Recognize change in a spoken word when a specific phoneme is added, changed or removed 1.RF.2.A.C

d Blending spoken phonemes to form one- or two-syllable words including consonant blends 1.RF.2.A.D

e Segmenting spoken words of three to five phonemes into individual phonemes 1.RF.2.A.E

3.A Develop phonics in the reading process. 1.RF.3.A

a Decoding words in context by using letter-sound knowledge 1.RF.3.A.A

b Identifying letters for spelling of short and long vowels 1.RF.3.A.B

c Producing consonant blends 1.RF.3.A.C

d Producing consonant digraphs 1.RF.3.A.D

e Combining sounds from letters and common spelling patterns to decode recognizable words 1.RF.3.A.E

f Using syllabication patterns to decode words 1.RF.3.A.F

j Reading high-frequency words 1.RF.3.A.J

Writing

1.B Appropriate to genre type, develop a draft from prewriting. 1.W.1.B

1.C Reread, revise and edit drafts with assistance from adults/peers. 1.W.1.C

2.A Write opinion texts. 1.W.2.A

2.B Write informative/explanatory texts. 1.W.2.B

2.C Write fiction or nonfiction narratives and poems. 1.W.2.C

3.A With assistance, apply research process to use information from a variety of sources. 1.W.3.A

c Gather personal and natural evidence from available sources as well as from interviews with local experts 1.W.3.A.C

Language

1.A In written text, apply standard English grammar. 1.L.1.A

g Produce complete simple and compound sentences 1.L.1.A.G

1.B In written text, apply punctuation, capitalization and spelling. 1.L.1.B

b Use ending punctuation 1.L.1.B.B

Speaking/Listening

3.A Speak clearly and to the point using conventions of language when presenting individually or with a group. 1.SL.3.A

c Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions 1.SL.3.A.C

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Capitalize the first letter of others' first and last names `1.L.1.B.C`

C **Capitalize the first letter of others' first and last names** `1.L.1.B.C`