Missouri English Language Arts Priority Standards

Kindergarten

Reading (Literary and Informational)

1.A With assistance, develop and demonstrate comprehension-reading skills in response to read alouds. K.R.1.A

- b Asking and responding to questions about texts read aloud K.R.1.A.B

1.B With assistance, develop an understanding of vocabulary. K.R.1.B

- e Using words and phrases acquired through conversations, reading and being read to, and responding to texts K.R.1.B.E

1.D Read independently for sustained periods of time. K.R.1.D

2.A With assistance, read, infer and draw conclusions using fiction texts including poetry and drama. K.R.2.A

- a Identify elements of a story, including setting, characters, and key events K.R.2.A.A

3.A With assistance, read, infer and draw conclusions using text features in nonfiction texts. K.R.3.A

- a Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations K.R.3.A.A

3.C With assistance, read, infer and draw conclusions using text structures in nonfiction texts. K.R.3.C

- c Name the main topic and recall key details of the text K.R.3.C.C

Foundational Skills

1.A Develop print awareness in the reading process. K.RF.1.A

- a Identifying all upper- and lower-case letters K.RF.1.A.A
- c Demonstrating that books are read left to right, top to bottom K.RF.1.A.C
- f Demonstrating one-to-one correspondence between spoken words and written words K.RF.1.A.F

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

- a Identifying sounds in spoken words K.RF.2.A.A
- b Produce rhymes in response to spoken words K.RF.2.A.B
- c Distinguishing orally presented rhyming pairs of words from nonrhyming pairs K.RF.2.A.C
- e Blending spoken onsets and rimes to form simple words K.RF.2.A.E

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f Blending spoken phonemes to form one-syllable words K.RF.2.A.F

g Isolating the initial, medial, and final sounds in spoken words K.RF.2.A.G

h Segmenting spoken words into two or three phonemes K.RF.2.A.H

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

a Producing and writing letter(s) for most short vowel and consonant sounds K.RF.3.A.A

b Reading high-frequency words K.RF.3.A.B

c Blending letter sounds to decode simple words K.RF.3.A.C

d Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words K.RF.3.A.D

Writing

2.A With assistance, draw/write opinion texts. K.W.2.A

2.B With assistance, draw/write informative/explanatory texts. K.W.2.B

2.C With assistance, draw/write fiction or non-fiction narratives and poems. K.W.2.C

Language

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

d Demonstrate the use of complete sentences in shared language activities K.L.1.A.D

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

a Print in upper and lowercase letters K.L.1.B.A

b Recognize that a sentence ends with punctuation marks K.L.1.B.B

d Capitalize first word in a sentence K.L.1.B.D

Speaking/Listening

3.A Speak clearly using conventions of language when presenting individually or with a group. K.SL.3.A

c Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media K.SL.3.A.C