Missouri English Language Arts

Grade 1

Adopted 2016

Reading R

1. **Develop and apply skills to the reading process.** R.1
   - A. Comprehension R.1.A
     - A. Develop and demonstrate reading skills in response to reading text and read alouds by: 1.R.1.A
       - a. Predicting what will happen next using prior knowledge. 1.R.1.A.A
       - b. Asking and responding to relevant questions. 1.R.1.A.B
       - 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
       - e. Recognizing beginning, middle, and end. 1.R.1.A.E
       - f. Monitoring comprehension and making corrections and adjustments when that understanding breaks down. 1.R.1.A.F
   - B. Vocabulary R.1.B
     - B. Develop an understanding of vocabulary by: 1.R.1.B
       - a. Use common affixes to figure out the meaning of a word. 1.R.1.B.A
       - b. Identify common root words and their inflectional endings. 1.R.1.B.B
       - c. Identifying words that name actions and words that name persons, places, or things. 1.R.1.B.C
       - d. Recognizing that compound words are made up or shorter words. 1.R.1.B.D
       - e. Determining what words mean from how they are used in context of a sentence either heard or read. 1.R.1.B.E
       - f. Sorting words into conceptual categories. 1.R.1.B.F
       - g. Distinguishing shade of meaning among verbs and adjectives. 1.R.1.B.G
       - h. Locating words in a dictionary. 1.R.1.B.H
       - i. Use words and phrases acquired through conversations, reading and being read to and responding to texts. 1.R.1.B.I

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C. Making Connections R.1.C

C. Determine connection between: 1.R.1.C

a. Text to text (text ideas including similarities and differences in fiction and nonfiction). 1.R.1.C.A

D. Independent Text R.1.D

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

a. Engaging with and reading text that is developmentally appropriate. 1.R.1.D.A

b. Producing evidence of reading. 1.R.1.D.B

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2. **Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.** R.2

A. Fiction R.2.A

A. Read, infer, analyze, and draw conclusions to: 1.R.2.A

a. Describe characters, setting, problem, solution and events in logical sequences. 1.R.2.A.A

b. Describe the main idea of a story. 1.R.2.A.B

c. Describe sensory details. 1.R.2.A.C

d. Explain recurring phrases and why they are used. 1.R.2.A.D

e. Explain the actions of the main character and the reason for those act ions. 1.R.2.A.E

f. Identify who is telling the story. 1.R.2.A.F

g. Compare and contrast adventures and experiences of characters in stories. 1.R.2.A.G

B. Poetry R.2.B

B. Read, infer and draw conclusions to: 1.R.2.B

a. Use rhythm, rhyme and alliteration through identifying a regular beat and similarities in word sounds. 1.R.2.B.A

C. Drama R.2.C

C. Read, infer and draw conclusions to: 1.R.2.C

a. Identify characters and dialogue in plays or performances by actors. 1.R.2.C.A

b. Recognize sensory details in literary texts. 1.R.2.C.B

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3. **Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** R.3

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A. Text Features R.3.A

A. Read, infer and draw conclusions to: 1.R.3.A

a. Use text features to restate the main idea. 1.R.3.A.A

b. Explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words. 1.R.3.A.B

c. Use text features to locate specific information in text. 1.R.3.A.C

d. Follow written multi-step directions with picture cues to assist with understanding. 1.R.3.A.D

B. Literary Techniques R.3.B

B. Read, infer and draw conclusions to: 1.R.3.B

a. Distinguish between fiction and nonfiction. 1.R.3.B.A

b. Identify examples of sensory details. 1.R.3.B.B

C. Text Structures R.3.C

C. Read, infer and draw conclusions to: 1.R.3.C

a. Ask and answer questions to clarify meaning. 1.R.3.C.A

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

c. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 1.R.3.C.C

d. Identify the reasons an author gives to support points in a text. 1.R.3.C.D

e. Identify similarities and differences between texts on the same topic. 1.R.3.C.E

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4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. R.4

A. Digital and Media Literacy R.4.A

A. With assistance, develop an awareness of media literacy by: 1.R.4.A

a. Distinguishing purposes of media. 1.R.4.A.A

b. Explaining techniques used in media. 1.R.4.A.B

Reading Foundations RF

1. Understand how English is written and read. RF.1

A. Print Awareness RF.1.A

A. Develop print awareness in the reading process by: 1.RF.1.A

a. Recognizing that sentences are comprised of words separated by spaces. 1.RF.1.A.A

b. Recognizing the distinguishing features of a sentence. 1.RF.1.A.B

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Understand how English is written and read. RF.2

A. Phonemic Awareness RF.2.A

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

a. Producing and identifying sounds and syllables in spoken words. 1.RF.2.A.A

b. Distinguishing between long and short vowel sounds. 1.RF.2.A.B

c. Recognizing the 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 1 or 2 syllable words including consonant blends. 1.RF.2.A.D

e. Segmenting spoken words of 3 – 5 phonemes into individual phonemes. 1.RF.2.A.E

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3. Understand how English is written and read. RF.3

A. Phonics RF.3.A

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

a. Decoding words in context by using letter sound knowledge for single letters. 1.RF.3.A.A

b. Identifying letters for the 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 create and decode recognizable words. 1.RF.3.A.E

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

g. Read irregularly spelled words. 1.RF.3.A.G

h. Reading root words with inflectional endings. 1.RF.3.A.H

i. Reading contractions and compound words. 1.RF.3.A.I

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

k. Demonstrating decoding skills when reading. 1.RF.3.A.K

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4. Understand how English is written and read. RF.4

A. Fluency RF.4.A

A. Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. 1.RF.4.A

a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 1.RF.4.A.A

Writing W

1. Apply writing process to develop a text for audience and purpose. W.1

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A. Prewriting W.1.A

A. Follow a writing process to plan a first draft by: 1.W.1.A

a. Brainstorming and recording key ideas. 1.W.1.A.A

B. Draft W.1.B

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

a. Sequencing ideas into sentences and stay on topic throughout the text. 1.W.1.B.A

b. Generating evidence of a simple opening and simple closing. 1.W.1.B.B

C. Revise/Edit W.1.C

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

a. Respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing. 1.W.1.C.A

b. Edit by leaving spaces between words in sentences. 1.W.1.C.B

c. Edit for language conventions. 1.W.1.C.C

D. Produce/Publish and Share Writing W.1.D

D. With assistance from adults/peers: 1.W.1.D

a. Use a variety of conventional/digital tools to produce and publish writing. 1.W.1.D.A

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2. **Compose well-developed writing texts for audience and purpose.** W.2

A. Opinion/Argumentative W.2.A

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

a. Introduce a topic or text being studied. 1.W.2.A.A

b. State an opinion about the topic or text and provide a reason for the opinion. 1.W.2.A.B

c. Use some specific words that are related to the topic. 1.W.2.A.C

d. Follow a sense of order in writing. 1.W.2.A.D

e. Provide some sense of closure. 1.W.2.A.E

B. Informative/Explanatory W.2.B

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

a. Introduce a topic or text being studied and supply facts. 1.W.2.B.A

b. Use some specific words that are related to the topic. 1.W.2.B.B

c. Follow a sense of order in writing. 1.W.2.B.C

d. Create some sense of closure. 1.W.2.B.D

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C. Narrative/Literary W.2.C

C. Write fiction or non-fiction narratives and poems that: 1.W.2.C

a. Narrate a story or experience. 1.W.2.C.A

b. Use details to describe the story or experience. 1.W.2.C.B

c. Place events in the order they occurred. 1.W.2.C.C

d. Use linking words to indicate beginning/middle/end. 1.W.2.C.D

e. Use words that are related to the topic. 1.W.2.C.E

f. Provide a reaction to what happened in the events. 1.W.2.C.F

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3. Gather, analyze, evaluate and use information from a variety of sources. W.3

A. Research Process W.3.A

A. With assistance, apply research process to: 1.W.3.A

a. Generate a list of open-ended questions about topics of interest. 1.W.3.A.A

b. Decide what sources of information might be relevant to answer these questions. 1.W.3.A.B

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

d. Organize information found during group or individual research, using graphic organizers or other aids. 1.W.3.A.D

e. Make informal presentations of information gathered. 1.W.3.A.E

f. Self-evaluate using previously established teacher/student criteria. 1.W.3.A.F

Language L

1. Communicate using conventions of English language. L.1

A. Grammar L.1.A

A. In speech and written form, apply standard English grammar to: 1.L.1.A

a. Use nouns and action verbs that designate past, present, and future in sentences. 1.L.1.A.A

b. Use adjectives/adverbs in sentences. 1.L.1.A.B

c. Use the conjunctions and, but, and so in sentences. 1.L.1.A.C

d. Use the articles a, an, and the in sentences. 1.L.1.A.D

e. Use common prepositions. 1.L.1.A.E

f. Use common pronouns. 1.L.1.A.F

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

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B. Punctuation, Capitalization, Spelling L.1.B

B. In written text: 1.L.1.B

a. Print legibly, using correct spacing between words and sentences. 1.L.1.B.A

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

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

d. Use commas to separate single words in a series. 1.L.1.B.D

e. Spell words using regular spelling patterns. 1.L.1.B.E

f. Spell words phonetically using phonemic awareness and spelling knowledge. 1.L.1.B.F

g. Arrange appropriate words in alphabetical order, to the first letter. 1.L.1.B.G

Speaking/Listening SL

1. Listen for a purpose. SL.1

A. Purpose SL.1.A

A. Develop and apply effective listening skills and strategies in formal and informal settings by: 1.SL.1.A

a. Following classroom listening rules. 1.SL.1.A.A

b. Build on others' talk in conversations by responding to the comments of others. 1.SL.1.A.B

c. Following two-step instructions, according to classroom expectations. 1.SL.1.A.C

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2. Listen for entertainment. SL.2

A. Entertainment SL.2.A

A. Develop and apply effective listening skills and strategies in formal and informal settings by: 1.SL.2.A

a. Demonstrating active listening, according to classroom expectations. 1.SL.2.A.A

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3. Speak effectively in collaborative discussions. SL.3

A. Collaborative Discussions SL.3.A

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

a. Taking turns speaking, according to classroom expectations. 1.SL.3.A.A

b. Build on others' talk in conversations by responding to comments of others. 1.SL.3.A.B

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

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4. **Speak effectively when presenting.** SL.4

   A. Presenting SL.4.A

      A. Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: 1.SL.4.A

         a. Explaining a topic (student-chosen), using a prop, picture, or other visual aid to show understanding. 1.SL.4.A.A

         b. Reciting poetry with a group or individually. 1.SL.4.A.B

         c. Using complete sentences, adjusting volume, as needed. 1.SL.4.A.C