

Missouri, Kindergarten

Missouri Strand/Standard	Focus of Missouri Standard	For More Information
Reading		
R.1	Develop and apply skills to the reading process	
R.1.A	Comprehension: Develop and demonstrate reading skills in response to read-alouds by making predictions, asking and responding to questions, retelling main ideas, making text-to-self connections, and recognizing beginning, middle, and end	R1 pp. 6–11 R2 pp. 12–17
R.1.B	Vocabulary: Develop an understanding of vocabulary by identifying and sorting pictures into categories, demonstrating understanding of opposites, distinguishing shades of meaning, using a dictionary, and using words and phrases acquired through conversations and reading	L5 pp. 210–215
R.1.C	Making Connections: Make text-to-self and text-to-text connections	R9 pp. 54–59
R.1.D	Independent Text: Read independently for sustained periods by engaging with text as developmentally appropriate.	R10 pp. 60–65
R.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: Identify story elements (setting, character, events); retell main events; recognize sensory details; recognize different text types; name and describe the roles of author and illustrator; compare and contrast characters; ask and answer questions about unknown words	R2 pp. 12–17 R4 pp. 24–29 R5 pp. 30–35 R6 pp. 36–41 R9 pp. 54–59
R.2.B	Poetry: Respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	R4 pp. 24–29
R.2.C	Drama: Identify characters in a puppet play or performance by actors	R3 pp. 18–23
R.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.A	Text Features: Identify topic and details, make predictions, and identify text features	R2 pp. 12–17 R5 pp. 30–35 R6 pp. 36–41
R.3.B	Literary Techniques: Respond to examples of sensory details	L5 pp. 210
R.3.C	Text Structures: Ask and answer questions to clarify meaning; compare and contrast two texts on the same topic; name the main topic and key details of a text; ask and answer questions about unknown words	R1 pp. 6–11 R2 pp. 12–17 R4 pp. 20–25 R9 pp. 54–59
R.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: identify different forms of media and techniques used in media	R7 pp. 42–47
Reading Foundations		
RF.1	Understand how English is written and read	
RF.1.A	Print Awareness: Identify upper and lowercase letters; sequence letters of the alphabet; demonstrate directionality of print and one-to-one correspondence between spoken and written words; know that words are made of letters and sentences are groups of words	RF1 pp. 72–77
RF.2	Understand how English is written and read	
RF.2.A	Phonemic Awareness: Identify sounds in spoken words; produce and identify rhyming words; recognize alliteration; blend phonemes to form words; isolate phonemes in words; segment words	RF2 pp. 78–83
RF.3	Understand how English is written and read	
RF.3.A	Phonics: Produce and write letter(s) for most consonant and short vowel sounds; read high-frequency words; decode simple words; recognize that that new words can be created when letters are changed, added, or deleted; use letter sound knowledge to write simple messages and words	RF2 pp. 78–83 RF3 pp. 84–89
RF.4	Understand how English is written and read	
RF.4.A	Fluency: Read appropriate texts with purpose and understanding	RF4 pp. 90–95

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Writing		
W.1	Apply a writing process to develop a text for audience and purpose	
W.1.A	Prewriting: Generate a writing plan	W5 pp. 118–123
W.1.B	Draft: Develop a draft	W5 pp. 118–123
W.1.C	Revise/Edit: Respond to questions and suggestions, adding details to strengthen writing	W5 pp. 118–123
W.1.D	Produce/Publish and Share Writing: Explore a variety of conventional/digital tools to produce and publish writing	W6 pp. 124–129
W.2	Compose well-developed writing texts for audience and purpose	
W.2.A	Opinion/Argumentative: Use a combination of drawing and/or writing to tell an opinion about a topic or text; give logical reasons for an opinion; use words related to the topic	W1 pp. 100–105
W.2.B	Informative/Explanatory: Use a combination of drawing and/or writing to name and inform about a topic or a text; use words related to the topic	W2 pp. 106–111
W.2.C	Narrative/Literary: Use a combination of drawing and/or writing to narrate a story or experience; tell about a character or event; sequence events; use words related to the topic; provide a reaction to narrated events	W3 pp. 112–117
W.3	Gather, analyze, evaluate and use information from a variety of sources	
W.3.A	Apply research process: Generate a list of open-ended questions about topics; decide what sources or people can answer their questions; gather evidence from sources; use pictures in conjunction with writing to document research	W7 pp. 130–135 W8 pp. 136–141
Language		
L.1	Communicate using conventions of English language	
L.1.A	Grammar: Identify nouns and verbs; use plurals in speech; express time and space; use complete sentences; use question words	L1 pp. 186–191
L.1.B	Punctuation, Capitalization, Spelling; Print in upper and lowercase letters; recognize end punctuation; capitalize own name, the first word in a sentence, and the pronoun <i>I</i> ; use inventive spelling with beginning, final, and medial sounds; write and name letters for consonant and vowel sounds; use correct spelling for own name	L2 pp. 192–197
Speaking/Listening		
SL.1	Listen for a purpose	
SL.1.A	Purpose: Follow classroom listening rules; continue a conversation through multiple exchanges; follow one-step instructions	SL1 pp. 146–151
SL.2	Listen for entertainment	
SL.2.A	Entertainment: Demonstrate active listening	SL1 pp. 146–151
SL.3	Speak effectively in collaborative discussions	
SL.3.A	Collaborative discussions: Take turns speaking, continue conversation through multiple exchanges; confirm comprehension through retelling and asking questions	SL1 pp. 146–151 SL2 pp. 152–157
SL.4	Speak effectively when presenting	
SL.4.A	Presenting: Describe personal experiences using a prop, picture, or other visual aide; speak in complete sentences	SL4 pp. 164–169 SL6 pp. 176–181