

Missouri, Grade 1

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 reading by making predictions; asking and responding to questions; locating facts and details; retelling main ideas; recognizing beginning, middle, and end; and monitoring comprehension	R1 pp. 6–11 R2 pp. 12–17
R.1.B	Vocabulary: Use common affixes to figure out word meaning; identify common root words and their inflectional endings; identify verbs and nouns; recognize compound words; determine word meaning from context clues; sort words into conceptual categories; distinguish shades of meaning; locate words in a dictionary; acquire and utilize new words and phrases	L4 pp. 204–209 L5 pp. 210–215 L6 pp. 216–221
R.1.C	Making Connections: Make text-to-text connections	R9 pp. 54–59
R.1.D	Independent Text: Read independently for sustained periods by engaging with text that is developmentally appropriate; produce evidence of reading	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: Describe story elements (setting, character, problem/solution, events); describe the main idea; describe sensory details; recognize different text types; identify who is telling the story; compare and contrast characters and their experiences	R2 pp. 12–17 R4 pp. 24–29 R5 pp. 30–35 R6 pp. 36–41 R9 pp. 54–59
R.2.B	Poetry: Use 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; recognize sensory details	R3 pp. 18–23 R4 pp. 24–29
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: Use text features to restate the main idea, explain facts, and locate specific information; follow multistep directions with picture cues	R5 pp. 30–35 R6 pp. 36–41 R7 pp. 44–49
R.3.B	Literary Techniques: Distinguish between fiction and nonfiction; identify examples of sensory details	L5 pp. 210
R.3.C	Text Structures: Ask and answer questions to clarify meaning; identify main ideas and provide supporting details; compare and contrast two texts on the same topic; identify reasons an author gives to support points in a text	R1 pp. 6–11 R2 pp. 12–17 R3 pp. 18–23 R4 pp. 24–29 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: Distinguish purposes of media and explain techniques	R7 pp. 42–47
Reading Foundations		
RF.1	Understand how English is written and read	
RF.1.A	Print Awareness: Recognize that sentences are groups of words; recognize distinguishing features of a sentence	RF1 pp. 72–77
RF.2	Understand how English is written and read	
Rf.2.A	Phonemic Awareness: Produce and identify sounds and syllables; distinguish between long and short vowel sounds; recognize the change in a spoken word when a specific phoneme is changed; blend phonemes to form 1- or 2-syllable words; segment words of 3–5 phonemes	RF2 pp. 78–83
RF.3	Understand how English is written and read	
RF.3.A	Phonics: Decode words in context; identify letters for spelling short and long vowels; produce consonant blends and digraphs; use common spelling patterns to create and decode words; use syllabication patterns to decode words; read irregularly spelled words, root words with inflectional endings, contractions and compound words, and high-frequency words; demonstrate decoding skills	RF3 pp. 84–89

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Reading Foundations		
RF.4	Understand how English is written and read	
RF.4.A	Fluency: Read appropriate texts with fluency and purpose and understanding; use context to confirm or self-correct, rereading as necessary	RF4 pp. 90–95
Writing		
W.1	Apply a writing process to develop a text for audience and purpose	
W.1.A	Prewriting: Brainstorm and record key ideas	W5 pp. 118–123
W.1.B	Draft: Develop a draft by sequencing ideas into sentence, staying on topic; generate opening and closing	W5 pp. 118–123
W.1.C	Revise/Edit: Respond to questions and suggestions, adding details to strengthen writing; edit for language conventions	W5 pp. 118–123
W.1.D	Produce/Publish and Share Writing: Use 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: Introduce a topic, state an opinion, use topic-specific words, organize writing, and provide a closing	W1 pp. 100–105
W.2.B	Informative/Explanatory: Introduce a topic and supply facts, use topic-specific words, organize writing, and provide a closing	W2 pp. 106–111
W.2.C	Narrative/Literary: Write to narrate a story or experience; use details; sequence events; use linking words to indicate sequence of events; 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	Research process: Generate a list of open-ended questions about topics, decide what sources can answer the questions, gather evidence from sources, organize information using graphic organizers or other aids, make informal presentations of information, self-evaluate using established criteria	W7 pp. 130–135 W8 pp. 136–141
Language		
L.1	Communicate using conventions of English language	
L.1.A	Grammar: In sentences, use nouns and verbs that designate past, present, and future; adjectives and adverbs; conjunctions; common prepositions; common pronouns; and produce simple and compound sentences	L1 pp. 186–191
L.1.B	Punctuation, Capitalization, Spelling; Print legibly with correct spacing; use ending punctuation; capitalize others' names; use serial commas; spell using regular spelling patterns and phonemic awareness; arrange words alphabetically	L2 pp. 192–197
Speaking/Listening		
SL.1	Listen for a purpose	
SL.1.A	Purpose: Follow classroom listening rules; respond to comments of others in conversations; follow two-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: Explain a topic using a prop, picture, or other visual aide; recite poetry in a group or individually; speak in complete sentences, adjusting volume as needed	SL4 pp. 164–169 SL5 pp. 170–175 SL6 pp. 176–181