

# Main Criteria: Classroom Supplement and Lesson Plans - First Grade

## Secondary Criteria: Missouri Learning Standards

Subject: Language Arts

Grade: 1

### Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

#### Missouri Learning Standards

Language Arts

Grade 1 - Adopted: 2016

STRAND: BIG IDEA / STANDARD	Reading	
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to reading text and read alouds by:
INDICATOR	1.R.1.A.d.	Retelling main ideas in sequence including key details
INDICATOR	1.R.1.A.e.	Recognizing beginning, middle, and end
STRAND: BIG IDEA / STANDARD	Reading	
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
STRAND: BIG IDEA / STANDARD	Reading	
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD**

**CONCEPT: GLE / BENCHMARK** RF.1. Understand how English is written and read (Start of Reading Foundations).

**GLE / COMPONENT** RF.1.A. Print Awareness

**INDICATOR / PROFICIENCY** Develop print awareness in the reading process by:

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

**STRAND: BIG IDEA / STANDARD**

**CONCEPT: GLE / BENCHMARK** RF.3. Understand how English is written and read.

**GLE / COMPONENT** RF.3.A. Phonics

**INDICATOR / PROFICIENCY** Develop phonics in the reading process by:

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

**STRAND: BIG IDEA / STANDARD**

**CONCEPT: GLE / BENCHMARK** W.1. Apply a writing process to develop a text for audience and purpose.

**GLE / COMPONENT** W.1.A. Prewriting

**INDICATOR / PROFICIENCY** Follow a writing process to plan a first draft by:

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

**STRAND: BIG IDEA / STANDARD**

**CONCEPT: GLE / BENCHMARK** L.1. Communicate using conventions of English language.

**GLE / COMPONENT** L.1.A. Grammar

**INDICATOR / PROFICIENCY** In speech and written form, apply standard English grammar to:

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

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

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

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**Missouri Learning Standards****Language Arts****Grade 1 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary

<b>INDICATOR / PROFICIENCY</b>	<b>Develop an understanding of vocabulary by:</b>	
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INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD** **Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Apply a writing process to develop a text for audience and purpose.</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Prewriting</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Follow a writing process to plan a first draft by:</b>

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

**STRAND: BIG IDEA / STANDARD** **Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Apply a writing process to develop a text for audience and purpose.</b>
<b>GLE / COMPONENT</b>	<b>W.1.B.</b>	<b>Draft</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Appropriate to genre type, develop a draft from prewriting by:</b>

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

**STRAND: BIG IDEA / STANDARD** **Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Compose well-developed writing texts for audience and purpose.</b>
<b>GLE / COMPONENT</b>	<b>W.2.B.</b>	<b>Informative/Explanatory</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Write informative/ explanatory texts that:</b>

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

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

**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>L.1.</b>	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	<b>L.1.A.</b>	<b>Grammar</b>
<b>INDICATOR / PROFICIENCY</b>		<b>In speech and written form, apply standard English grammar to:</b>

INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Language</b>
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.b.	Use ending punctuation
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking/Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	1.SL.1.A.b.	Building on others' talk in conversations by responding to the comments of others
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking/Listening</b>
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A.b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A.c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking/Listening</b>
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A.c.	Using complete sentences and adjusting volume, as needed

**Missouri Learning Standards****Language Arts****Grade 1 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>R.1.</b>	<b>Develop and apply skills to the reading process.</b>
<b>GLE / COMPONENT</b>	<b>R.1.A.</b>	<b>Comprehension</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop and demonstrate reading skills in response to reading text and read alouds by:</b>

INDICATOR 1.R.1.A.d. Retelling main ideas in sequence including key details

INDICATOR 1.R.1.A.e. Recognizing beginning, middle, and end

**STRAND: BIG IDEA / STANDARD****Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>R.1.</b>	<b>Develop and apply skills to the reading process.</b>
<b>GLE / COMPONENT</b>	<b>R.1.B.</b>	<b>Vocabulary</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop an understanding of vocabulary by:</b>

INDICATOR 1.R.1.B.b. Identifying common root words and their inflectional endings

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

INDICATOR 1.R.1.B.f. Sorting words into conceptual categories

**STRAND: BIG IDEA / STANDARD****Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>R.2.</b>	<b>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</b>
<b>GLE / COMPONENT</b>	<b>R.2.A.</b>	<b>Fiction</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Read, infer, analyze, and draw conclusions to:</b>

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:

INDICATOR	1.RF.1.A. b.	Recognizing the distinguishing features of a sentence
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**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:

INDICATOR	1.RF.2.A. b.	Distinguishing between long and short vowel sounds
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INDICATOR	1.RF.2.A. e.	Segmenting spoken words of 3 – 5 phonemes into individual phonemes
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**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

INDICATOR	1.RF.3.A. b.	Identifying letters for the spelling of short and long vowels
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INDICATOR	1.RF.3.A. c.	Producing consonant blends
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INDICATOR	1.RF.3.A. h.	Reading root words with inflectional endings
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**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting

<b>INDICATOR / PROFICIENCY</b>	<b>Follow a writing process to plan a first draft by:</b>	
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INDICATOR 1.W.1.A.a Brainstorming and recording key ideas

**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	L.1.	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	L.1.B.	<b>Punctuation, Capitalization, Spelling</b>
<b>INDICATOR / PROFICIENCY</b>		<b>In written text:</b>

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

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

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

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

**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	SL.1.	<b>Listen for a purpose.</b>
<b>GLE / COMPONENT</b>	SL.1.A.	<b>Purpose</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b>

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

**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	SL.3.	<b>Speak effectively in collaborative discussions.</b>
<b>GLE / COMPONENT</b>	SL.3.A.	<b>Collaborative Discussions</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</b>

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

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

# Missouri Learning Standards

## Language Arts

Grade 1 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

#### Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

INDICATOR 1.R.1.B.f. Sorting words into conceptual categories

### STRAND: BIG IDEA / STANDARD

#### Reading

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

### STRAND: BIG IDEA / STANDARD

#### Reading Foundations

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:

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

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

### STRAND: BIG IDEA / STANDARD

#### Reading Foundations

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
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<b>GLE / COMPONENT</b>	<b>RF.3.A.</b>	<b>Phonics</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop phonics in the reading process by:</b>
INDICATOR	1.RF.3.A. b.	Identifying letters for the spelling of short and long vowels
INDICATOR	1.RF.3.A. c.	Producing consonant blends
INDICATOR	1.RF.3.A.f	Using syllabication patterns to decode words

**STRAND: BIG IDEA / STANDARD** **Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Apply a writing process to develop a text for audience and purpose.</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Prewriting</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Follow a writing process to plan a first draft by:</b>

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

**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>L.1.</b>	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	<b>L.1.B.</b>	<b>Punctuation, Capitalization, Spelling</b>
<b>INDICATOR / PROFICIENCY</b>		<b>In written text:</b>
INDICATOR	1.L.1.B.a.	Print legibly, using correct spacing between words and sentences
INDICATOR	1.L.1.B.e.	Spell words using regular spelling patterns
INDICATOR	1.L.1.B.f.	Spell words phonetically using phonemic awareness and spelling knowledge
INDICATOR	1.L.1.B.g.	Arrange words in alphabetical order, to the first letter

**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Listen for a purpose.</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Purpose</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b>

INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
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**STRAND: BIG IDEA / STANDARD**

**Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	<b>Speak effectively in collaborative discussions.</b>
GLE / COMPONENT	SL.3.A.	<b>Collaborative Discussions</b>
INDICATOR / PROFICIENCY		<b>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</b>

INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
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INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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Week 03: Pre-Writng, p. 49-55

**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Reading**

CONCEPT: GLE / BENCHMARK	R.1.	<b>Develop and apply skills to the reading process.</b>
GLE / COMPONENT	R.1.B.	<b>Vocabulary</b>
INDICATOR / PROFICIENCY		<b>Develop an understanding of vocabulary by:</b>

INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
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INDICATOR	1.R.1.B.d.	Recognizing that compound words are made up of shorter words
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**STRAND: BIG IDEA / STANDARD**

**Reading**

CONCEPT: GLE / BENCHMARK	R.2.	<b>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</b>
GLE / COMPONENT	R.2.A.	<b>Fiction</b>
INDICATOR / PROFICIENCY		<b>Read, infer, analyze, and draw conclusions to:</b>

INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
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INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
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**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

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

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

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

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

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Listen for a purpose.</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Purpose</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b>

<b>INDICATOR</b>	<b>1.SL.1.A. b.</b>	Building on others' talk in conversations by responding to the comments of others
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**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.3.</b>	<b>Speak effectively in collaborative discussions.</b>
<b>GLE / COMPONENT</b>	<b>SL.3.A.</b>	<b>Collaborative Discussions</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</b>

<b>INDICATOR</b>	<b>1.SL.3.A. b.</b>	Building on others' talk in conversations by responding to comments of others
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<b>INDICATOR</b>	<b>1.SL.3.A. c.</b>	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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**Week 04: Pre-Writing, p. 57-63****Missouri Learning Standards****Language Arts****Grade 1 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>R.1.</b>	<b>Develop and apply skills to the reading process.</b>
<b>GLE / COMPONENT</b>	<b>R.1.B.</b>	<b>Vocabulary</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop an understanding of vocabulary by:</b>
<b>INDICATOR</b>	<b>1.R.1.B.c.</b>	Identifying words that name actions and words that name persons, places, or things

<b>INDICATOR</b>	<b>1.R.1.B.d.</b>	Recognizing that compound words are made up of shorter words
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**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:

INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:

INDICATOR	1.RF.2.A. b.	Distinguishing between long and short vowel sounds
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

INDICATOR	1.RF.3.A. b.	Identifying letters for the spelling of short and long vowels
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INDICATOR	1.RF.3.A. c.	Producing consonant blends
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INDICATOR	1.RF.3.A.i	Reading contractions and compound words
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**STRAND: BIG IDEA / STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
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INDICATOR 1.L.1.A.f. Use common pronouns

**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

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

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

**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

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

**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

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

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

Week 05: Pre-Writing, p. 65-71

**Missouri Learning Standards**

**Language Arts**

Grade 1 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD****Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	R.1.	Develop and apply skills to the reading process.
<b>GLE / COMPONENT</b>	R.1.B.	Vocabulary
<b>INDICATOR / PROFICIENCY</b>		Develop an understanding of vocabulary by:
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
INDICATOR	1.R.1.B.d.	Recognizing that compound words are made up of shorter words
INDICATOR	1.R.1.B.f.	Sorting words into conceptual categories

**STRAND: BIG IDEA / STANDARD****Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
<b>GLE / COMPONENT</b>	R.2.A.	Fiction
<b>INDICATOR / PROFICIENCY</b>		Read, infer, analyze, and draw conclusions to:
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	RF.3.	Understand how English is written and read.
<b>GLE / COMPONENT</b>	RF.3.A.	Phonics
<b>INDICATOR / PROFICIENCY</b>		Develop phonics in the reading process by:
INDICATOR	1.RF.3.A.c.	Producing consonant blends
INDICATOR	1.RF.3.A.i	Reading contractions and compound words

**STRAND: BIG IDEA / STANDARD****Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	W.1.	Apply a writing process to develop a text for audience and purpose.
<b>GLE / COMPONENT</b>	W.1.A.	Prewriting

<b>INDICATOR / PROFICIENCY</b>	<b>Follow a writing process to plan a first draft by:</b>	
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INDICATOR 1.W.1.A.a Brainstorming and recording key ideas

**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	L.1.	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	L.1.A.	<b>Grammar</b>
<b>INDICATOR / PROFICIENCY</b>	<b>In speech and written form, apply standard English grammar to:</b>	

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

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

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

**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	L.1.	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	L.1.B.	<b>Punctuation, Capitalization, Spelling</b>
<b>INDICATOR / PROFICIENCY</b>	<b>In written text:</b>	

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

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

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

**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	SL.1.	<b>Listen for a purpose.</b>
<b>GLE / COMPONENT</b>	SL.1.A.	<b>Purpose</b>
<b>INDICATOR / PROFICIENCY</b>	<b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b>	

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

**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	<b>Collaborative Discussions</b>
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A.b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A.c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions

**Week 06: Pre-Writing, p. 73-79**

**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

STRAND: BIG IDEA / STANDARD	<b>Reading</b>	
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	<b>Vocabulary</b>
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
INDICATOR	1.R.1.B.d.	Recognizing that compound words are made up of shorter words
STRAND: BIG IDEA / STANDARD	<b>Reading</b>	
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	<b>Fiction</b>
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
STRAND: BIG IDEA / STANDARD	<b>Reading Foundations</b>	
CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).

<b>GLE / COMPONENT</b>	<b>RF.1.A.</b>	<b>Print Awareness</b>
<b>INDICATOR / PROFICIENCY</b>		Develop print awareness in the reading process by:
INDICATOR	1.RF.1.A. b.	Recognizing the distinguishing features of a sentence

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RF.2.</b>	<b>Understand how English is written and read.</b>
<b>GLE / COMPONENT</b>	<b>RF.2.A.</b>	<b>Phonemic Awareness</b>
<b>INDICATOR / PROFICIENCY</b>		Develop phonemic awareness in the reading process by:

INDICATOR	1.RF.2.A. a.	Producing and identifying sounds and syllables in spoken words
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RF.3.</b>	<b>Understand how English is written and read.</b>
<b>GLE / COMPONENT</b>	<b>RF.3.A.</b>	<b>Phonics</b>
<b>INDICATOR / PROFICIENCY</b>		Develop phonics in the reading process by:

INDICATOR	1.RF.3.A. c.	Producing consonant blends
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INDICATOR	1.RF.3.A.f	Using syllabication patterns to decode words
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INDICATOR	1.RF.3.A.i	Reading contractions and compound words
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**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>L.1.</b>	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	<b>L.1.A.</b>	<b>Grammar</b>
<b>INDICATOR / PROFICIENCY</b>		In speech and written form, apply standard English grammar to:
INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
INDICATOR	1.L.1.A.e.	Use common prepositions
INDICATOR	1.L.1.A.f.	Use common pronouns

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

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

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

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

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

Week 07: Pre-Writing, p. 81-87

**Missouri Learning Standards****Language Arts**

Grade 1 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
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<b>GLE / COMPONENT</b>	R.1.B.	<b>Vocabulary</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop an understanding of vocabulary by:</b>

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD** **Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	R.2.	<b>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</b>
<b>GLE / COMPONENT</b>	R.2.A.	<b>Fiction</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Read, infer, analyze, and draw conclusions to:</b>

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	RF.1.	<b>Understand how English is written and read (Start of Reading Foundations).</b>
<b>GLE / COMPONENT</b>	RF.1.A.	<b>Print Awareness</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop print awareness in the reading process by:</b>

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

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	RF.2.	<b>Understand how English is written and read.</b>
<b>GLE / COMPONENT</b>	RF.2.A.	<b>Phonemic Awareness</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop phonemic awareness in the reading process by:</b>

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

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	RF.3.	<b>Understand how English is written and read.</b>
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<b>GLE / COMPONENT</b>	<b>RF.3.A.</b>	<b>Phonics</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop phonics in the reading process by:</b>

INDICATOR	1.RF.3.A. b.	Identifying letters for the spelling of short and long vowels
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INDICATOR	1.RF.3.A.i	Reading contractions and compound words
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**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>L.1.</b>	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	<b>L.1.A.</b>	<b>Grammar</b>
<b>INDICATOR / PROFICIENCY</b>		<b>In speech and written form, apply standard English grammar to:</b>

INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
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**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>L.1.</b>	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	<b>L.1.B.</b>	<b>Punctuation, Capitalization, Spelling</b>
<b>INDICATOR / PROFICIENCY</b>		<b>In written text:</b>

INDICATOR	1.L.1.B.b.	Use ending punctuation
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**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Listen for a purpose.</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Purpose</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b>

INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
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**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.3.</b>	<b>Speak effectively in collaborative discussions.</b>
<b>GLE / COMPONENT</b>	<b>SL.3.A.</b>	<b>Collaborative Discussions</b>

<b>INDICATOR / PROFICIENCY</b>		<b>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</b>
INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions

Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

## Missouri Learning Standards

### Language Arts

Grade 1 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading</b>
<b>CONCEPT: GLE / BENCHMARK</b>	R.1.	<b>Develop and apply skills to the reading process.</b>
<b>GLE / COMPONENT</b>	R.1.B.	<b>Vocabulary</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop an understanding of vocabulary by:</b>
INDICATOR	1.R.1.B.b.	Identifying common root words and their inflectional endings
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading</b>
<b>CONCEPT: GLE / BENCHMARK</b>	R.2.	<b>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</b>
<b>GLE / COMPONENT</b>	R.2.A.	<b>Fiction</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Read, infer, analyze, and draw conclusions to:</b>
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Foundations</b>
<b>CONCEPT: GLE / BENCHMARK</b>	RF.1.	<b>Understand how English is written and read (Start of Reading Foundations).</b>
<b>GLE / COMPONENT</b>	RF.1.A.	<b>Print Awareness</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop print awareness in the reading process by:</b>

INDICATOR	1.RF.1.A. b.	Recognizing the distinguishing features of a sentence
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**STRAND: BIG IDEA / STANDARD**

**Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	1.RF.3.A. c.	Producing consonant blends
INDICATOR	1.RF.3.A. h.	Reading root words with inflectional endings
INDICATOR	1.RF.3.A.i	Reading contractions and compound words

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas

**STRAND: BIG IDEA / STANDARD**

**Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences

INDICATOR	1.L.1.A.e.	Use common prepositions
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**STRAND: BIG IDEA / STANDARD**

**Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
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GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.a.	Print legibly, using correct spacing between words and sentences
INDICATOR	1.L.1.B.b.	Use ending punctuation
STRAND: BIG IDEA / STANDARD	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
STRAND: BIG IDEA / STANDARD	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
STRAND: BIG IDEA / STANDARD	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed

Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

## Language Arts

### Grade 1 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
INDICATOR	1.R.1.B.d.	Recognizing that compound words are made up of shorter words

#### STRAND: BIG IDEA / STANDARD

#### Reading

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:

INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
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#### STRAND: BIG IDEA / STANDARD

#### Reading Foundations

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:

INDICATOR	1.RF.1.A.b.	Recognizing the distinguishing features of a sentence
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#### STRAND: BIG IDEA / STANDARD

#### Reading Foundations

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:
INDICATOR	1.RF.2.A.e.	Segmenting spoken words of 3 – 5 phonemes into individual phonemes

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	1.RF.3.A.i	Reading contractions and compound words

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.a.	Print legibly, using correct spacing between words and sentences
INDICATOR	1.L.1.B.b.	Use ending punctuation

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
STRAND: BIG IDEA / STANDARD		<b>Speaking/Listening</b>
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions

Week 10: Unit 2 Writing from Notes, p. 109-115

**Missouri Learning Standards****Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction

<b>INDICATOR / PROFICIENCY</b>	<b>Read, infer, analyze, and draw conclusions to:</b>	
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Foundations</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	RF.1.	<b>Understand how English is written and read (Start of Reading Foundations).</b>
<b>GLE / COMPONENT</b>	RF.1.A.	<b>Print Awareness</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop print awareness in the reading process by:</b>
INDICATOR	1.RF.1.A.b.	Recognizing the distinguishing features of a sentence
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Foundations</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	RF.2.	<b>Understand how English is written and read.</b>
<b>GLE / COMPONENT</b>	RF.2.A.	<b>Phonemic Awareness</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop phonemic awareness in the reading process by:</b>
INDICATOR	1.RF.2.A.a.	Producing and identifying sounds and syllables in spoken words
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Foundations</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	RF.3.	<b>Understand how English is written and read.</b>
<b>GLE / COMPONENT</b>	RF.3.A.	<b>Phonics</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop phonics in the reading process by:</b>
INDICATOR	1.RF.3.A.f	Using syllabication patterns to decode words
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Writing</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	W.1.	<b>Apply a writing process to develop a text for audience and purpose.</b>
<b>GLE / COMPONENT</b>	W.1.A.	<b>Prewriting</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Follow a writing process to plan a first draft by:</b>

INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
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INDICATOR	1.L.1.A.d.	Use the articles a, an, and the in sentences
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

INDICATOR	1.L.1.B.a.	Print legibly, using correct spacing between words and sentences
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INDICATOR	1.L.1.B.b.	Use ending punctuation
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INDICATOR	1.L.1.B.c.	Capitalize the first letter of others' first and last names
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

INDICATOR	1.SL.1.A.b.	Building on others' talk in conversations by responding to the comments of others
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions

<b>INDICATOR / PROFICIENCY</b>		<b>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</b>
INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.4.</b>	<b>Speak effectively when presenting.</b>
<b>GLE / COMPONENT</b>	<b>SL.4.A.</b>	<b>Presenting</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</b>

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

Week 11: Unit 2 Writing from Notes, p. 117-123

## Missouri Learning Standards

### Language Arts

Grade 1 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	<b>R.1.</b>	<b>Develop and apply skills to the reading process.</b>
<b>GLE / COMPONENT</b>	<b>R.1.B.</b>	<b>Vocabulary</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop an understanding of vocabulary by:</b>
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
INDICATOR	1.R.1.B.d.	Recognizing that compound words are made up of shorter words
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	<b>R.2.</b>	<b>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</b>
<b>GLE / COMPONENT</b>	<b>R.2.A.</b>	<b>Fiction</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Read, infer, analyze, and draw conclusions to:</b>
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences

INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.B.	Poetry
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR	1.R.2.B.a.	Use rhythm, rhyme and alliteration through identifying a regular beat and similarities in word sounds
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:

INDICATOR	1.RF.1.A. b.	Recognizing the distinguishing features of a sentence
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:

INDICATOR	1.RF.2.A. d.	Blending spoken phonemes to form 1 or 2 syllable words including consonant blends
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INDICATOR	1.RF.2.A. e.	Segmenting spoken words of 3 – 5 phonemes into individual phonemes
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

INDICATOR	1.RF.3.A. c.	Producing consonant blends
INDICATOR	1.RF.3.A.i	Reading contractions and compound words
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.a.	Print legibly, using correct spacing between words and sentences
INDICATOR	1.L.1.B.b.	Use ending punctuation
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
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**STRAND: BIG IDEA / STANDARD**

**Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
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INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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**STRAND: BIG IDEA / STANDARD**

**Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed
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Week 12: Unit 2 Writing from Notes, p. 125-132

**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR	1.R.1.B.d.	Recognizing that compound words are made up of shorter words
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**STRAND: BIG IDEA / STANDARD**

**Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:

INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:

INDICATOR	1.RF.1.A. b.	Recognizing the distinguishing features of a sentence
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:

INDICATOR	1.RF.2.A. b.	Distinguishing between long and short vowel sounds
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

  

INDICATOR	1.RF.3.A. b.	Identifying letters for the spelling of short and long vowels
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INDICATOR	1.RF.3.A. c.	Producing consonant blends
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INDICATOR	1.RF.3.A.i	Reading contractions and compound words
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**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

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

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

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

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

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
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**STRAND: BIG IDEA / STANDARD**

**Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
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INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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**STRAND: BIG IDEA / STANDARD**

**Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed
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Week 13: Unit 2 Writing from Notes, p. 133-139

**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR	1.R.1.B.a.	Using common affixes to figure out the meaning of a word
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INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
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**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:
INDICATOR	1.RF.1.A.b.	Recognizing the distinguishing features of a sentence

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	1.RF.3.A.i	Reading contractions and compound words

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	1.W.1.A.a.	Brainstorming and recording key ideas

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

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

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

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

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

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

INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed

Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	1.R.1.B.a.	Using common affixes to figure out the meaning of a word
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:

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

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:

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

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

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

**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

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

**STRAND: BIG IDEA / STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar

<b>INDICATOR / PROFICIENCY</b>		
<b>In speech and written form, apply standard English grammar to:</b>		
INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	L.1.	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	L.1.B.	<b>Punctuation, Capitalization, Spelling</b>
<b>INDICATOR / PROFICIENCY</b>		<b>In written text:</b>
INDICATOR	1.L.1.B.b.	Use ending punctuation
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	SL.1.	<b>Listen for a purpose.</b>
<b>GLE / COMPONENT</b>	SL.1.A.	<b>Purpose</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b>
INDICATOR	1.SL.1.A.b.	Building on others' talk in conversations by responding to the comments of others
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	SL.3.	<b>Speak effectively in collaborative discussions.</b>
<b>GLE / COMPONENT</b>	SL.3.A.	<b>Collaborative Discussions</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</b>
INDICATOR	1.SL.3.A.b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A.c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	SL.4.	<b>Speak effectively when presenting.</b>
<b>GLE / COMPONENT</b>	SL.4.A.	<b>Presenting</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</b>

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

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

## Missouri Learning Standards

### Language Arts

Grade 1 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	R.1.	Develop and apply skills to the reading process.
<b>GLE / COMPONENT</b>	R.1.B.	Vocabulary
<b>INDICATOR / PROFICIENCY</b>		Develop an understanding of vocabulary by:

INDICATOR 1.R.1.B.a. Using common affixes to figure out the meaning of a word

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

INDICATOR 1.R.1.B.d. Recognizing that compound words are made up of shorter words

INDICATOR 1.R.1.B.f. Sorting words into conceptual categories

**STRAND: BIG IDEA / STANDARD**

**Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
<b>GLE / COMPONENT</b>	R.2.A.	Fiction
<b>INDICATOR / PROFICIENCY</b>		Read, infer, analyze, and draw conclusions to:

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD**

**Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	RF.1.	Understand how English is written and read (Start of Reading Foundations).
<b>GLE / COMPONENT</b>	RF.1.A.	Print Awareness
<b>INDICATOR / PROFICIENCY</b>		Develop print awareness in the reading process by:

INDICATOR	1.RF.1.A. b.	Recognizing the distinguishing features of a sentence
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:

INDICATOR	1.RF.2.A. b.	Distinguishing between long and short vowel sounds
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

INDICATOR	1.RF.3.A. b.	Identifying letters for the spelling of short and long vowels
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INDICATOR	1.RF.3.A.i	Reading contractions and compound words
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**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas
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**STRAND: BIG IDEA / STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.b.	Use ending punctuation
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	1.SL.1.A.b.	Building on others' talk in conversations by responding to the comments of others
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A.b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A.c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A.c.	Using complete sentences and adjusting volume, as needed

## Missouri Learning Standards

### Language Arts

Grade 1 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	R.1.	Develop and apply skills to the reading process.
<b>GLE / COMPONENT</b>	R.1.B.	Vocabulary
<b>INDICATOR / PROFICIENCY</b>		Develop an understanding of vocabulary by:

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD**

**Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
<b>GLE / COMPONENT</b>	R.2.A.	Fiction
<b>INDICATOR / PROFICIENCY</b>		Read, infer, analyze, and draw conclusions to:

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD**

**Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	RF.1.	Understand how English is written and read (Start of Reading Foundations).
<b>GLE / COMPONENT</b>	RF.1.A.	Print Awareness
<b>INDICATOR / PROFICIENCY</b>		Develop print awareness in the reading process by:

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

**STRAND: BIG IDEA / STANDARD**

**Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	RF.3.	Understand how English is written and read.
<b>GLE / COMPONENT</b>	RF.3.A.	Phonics

<b>INDICATOR / PROFICIENCY</b>	<b>Develop phonics in the reading process by:</b>	
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INDICATOR	1.RF.3.A. c.	Producing consonant blends
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INDICATOR	1.RF.3.A.i	Reading contractions and compound words
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**STRAND: BIG IDEA / STANDARD** **Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	W.1.	<b>Apply a writing process to develop a text for audience and purpose.</b>
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<b>GLE / COMPONENT</b>	W.1.A.	<b>Prewriting</b>
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<b>INDICATOR / PROFICIENCY</b>		<b>Follow a writing process to plan a first draft by:</b>
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INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas
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**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	L.1.	<b>Communicate using conventions of English language.</b>
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<b>GLE / COMPONENT</b>	L.1.A.	<b>Grammar</b>
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<b>INDICATOR / PROFICIENCY</b>		<b>In speech and written form, apply standard English grammar to:</b>
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INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
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**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	L.1.	<b>Communicate using conventions of English language.</b>
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<b>GLE / COMPONENT</b>	L.1.B.	<b>Punctuation, Capitalization, Spelling</b>
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<b>INDICATOR / PROFICIENCY</b>		<b>In written text:</b>
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INDICATOR	1.L.1.B.b.	Use ending punctuation
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**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	SL.1.	<b>Listen for a purpose.</b>
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<b>GLE / COMPONENT</b>	SL.1.A.	<b>Purpose</b>
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<b>INDICATOR / PROFICIENCY</b>		<b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b>
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INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
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**STRAND: BIG IDEA / STANDARD**

**Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
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INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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**STRAND: BIG IDEA / STANDARD**

**Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed
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Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
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INDICATOR	1.R.1.B.d.	Recognizing that compound words are made up of shorter words
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INDICATOR	1.R.1.B.g.	Distinguishing shades of meaning among verbs and adjectives
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	
GLE / COMPONENT	R.2.A.	Fiction	
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:	

INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
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INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).	
GLE / COMPONENT	RF.1.A.	Print Awareness	
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:	

INDICATOR	1.RF.1.A. b.	Recognizing the distinguishing features of a sentence
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.	
GLE / COMPONENT	RF.2.A.	Phonemic Awareness	
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:	

INDICATOR	1.RF.2.A. b.	Distinguishing between long and short vowel sounds
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**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.	
GLE / COMPONENT	RF.3.A.	Phonics	
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:	

INDICATOR	1.RF.3.A. b.	Identifying letters for the spelling of short and long vowels
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INDICATOR	1.RF.3.A. c.	Producing consonant blends
INDICATOR	1.RF.3.A.i	Reading contractions and compound words
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
INDICATOR	1.L.1.A.f.	Use common pronouns
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.b.	Use ending punctuation
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
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**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
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INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed
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Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to reading text and read alouds by:

INDICATOR	1.R.1.A.c.	Seeking clarification and locating facts and details about stories and other texts
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INDICATOR	1.R.1.A.d.	Retelling main ideas in sequence including key details
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**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	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.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

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

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:

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

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

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

**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

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

**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:

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

**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:

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

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

**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		With assistance, apply research process to:

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

**STRAND: BIG IDEA / STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

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

**STRAND: BIG IDEA / STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

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

**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

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

**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions

INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
STRAND: BIG IDEA / STANDARD	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed

Week 19: Unit 4 Summarizing a Reference, p. 1870193

## Missouri Learning Standards

### Language Arts

Grade 1 - Adopted: 2016

STRAND: BIG IDEA / STANDARD	<b>Reading</b>	
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to reading text and read alouds by:
INDICATOR	1.R.1.A.c.	Seeking clarification and locating facts and details about stories and other texts
INDICATOR	1.R.1.A.d.	Retelling main ideas in sequence including key details
STRAND: BIG IDEA / STANDARD	<b>Reading</b>	
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	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.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

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

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:

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

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:

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

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

INDICATOR	1.RF.3.A. b.	Identifying letters for the spelling of short and long vowels
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INDICATOR	1.RF.3.A.i	Reading contractions and compound words
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**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas
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**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		With assistance, apply research process to:

INDICATOR	1.W.3.A.c	Gather personal and natural evidence from available sources, as well as from interviews with local experts
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**STRAND: BIG IDEA / STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
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**STRAND: BIG IDEA / STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
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GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.b.	Use ending punctuation
INDICATOR	1.L.1.B.e.	Spell words using regular spelling patterns
INDICATOR	1.L.1.B.f.	Spell words phonetically using phonemic awareness and spelling knowledge
STRAND: BIG IDEA / STANDARD	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	1.SL.1.A.b.	Building on others' talk in conversations by responding to the comments of others
STRAND: BIG IDEA / STANDARD	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A.b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A.c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
STRAND: BIG IDEA / STANDARD	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A.c.	Using complete sentences and adjusting volume, as needed

# Missouri Learning Standards

## Language Arts

Grade 1 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

#### Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to reading text and read alouds by:

INDICATOR 1.R.1.A.c. Seeking clarification and locating facts and details about stories and other texts

INDICATOR 1.R.1.A.d. Retelling main ideas in sequence including key details

### STRAND: BIG IDEA / STANDARD

#### Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR 1.R.1.B.b. Identifying common root words and their inflectional endings

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

### STRAND: BIG IDEA / STANDARD

#### Reading

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

### STRAND: BIG IDEA / STANDARD

#### Reading

CONCEPT: GLE / BENCHMARK	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.
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<b>GLE / COMPONENT</b>	R.3.C.	<b>Text Structures</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Read, infer and draw conclusions to:</b>
INDICATOR	1.R.3.C.b.	Identify main ideas and provide supporting details
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Foundations</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	RF.1.	<b>Understand how English is written and read (Start of Reading Foundations).</b>
<b>GLE / COMPONENT</b>	RF.1.A.	<b>Print Awareness</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop print awareness in the reading process by:</b>
INDICATOR	1.RF.1.A. b.	Recognizing the distinguishing features of a sentence
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Foundations</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	RF.2.	<b>Understand how English is written and read.</b>
<b>GLE / COMPONENT</b>	RF.2.A.	<b>Phonemic Awareness</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop phonemic awareness in the reading process by:</b>
INDICATOR	1.RF.2.A. b.	Distinguishing between long and short vowel sounds
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Foundations</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	RF.3.	<b>Understand how English is written and read.</b>
<b>GLE / COMPONENT</b>	RF.3.A.	<b>Phonics</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop phonics in the reading process by:</b>
INDICATOR	1.RF.3.A. b.	Identifying letters for the spelling of short and long vowels
INDICATOR	1.RF.3.A. c.	Producing consonant blends
INDICATOR	1.RF.3.A. h.	Reading root words with inflectional endings
INDICATOR	1.RF.3.A.i	Reading contractions and compound words

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

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

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:

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

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:

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

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

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		With assistance, apply research process to:

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.b.	Use ending punctuation

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	1.SL.1.A.b.	Building on others' talk in conversations by responding to the comments of others

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A.b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A.c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed

Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

**Missouri Learning Standards****Language Arts**

Grade 1 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to reading text and read alouds by:
INDICATOR	1.R.1.A.d.	Retelling main ideas in sequence including key details

INDICATOR 1.R.1.A.e. Recognizing beginning, middle, and end

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction

<b>INDICATOR / PROFICIENCY</b>	<b>Read, infer, analyze, and draw conclusions to:</b>	
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Foundations</b>	
CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:
INDICATOR	1.RF.1.A.b.	Recognizing the distinguishing features of a sentence
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Foundations</b>	
CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	1.RF.3.A.i	Reading contractions and compound words
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.b.	Use ending punctuation
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	1.SL.1.A.b.	Building on others' talk in conversations by responding to the comments of others
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A.b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A.c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A.c.	Using complete sentences and adjusting volume, as needed

**Missouri Learning Standards****Language Arts****Grade 1 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>R.1.</b>	<b>Develop and apply skills to the reading process.</b>
<b>GLE / COMPONENT</b>	<b>R.1.A.</b>	<b>Comprehension</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop and demonstrate reading skills in response to reading text and read alouds by:</b>

INDICATOR 1.R.1.A.d. Retelling main ideas in sequence including key details

INDICATOR 1.R.1.A.e. Recognizing beginning, middle, and end

**STRAND: BIG IDEA / STANDARD****Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>R.1.</b>	<b>Develop and apply skills to the reading process.</b>
<b>GLE / COMPONENT</b>	<b>R.1.B.</b>	<b>Vocabulary</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop an understanding of vocabulary by:</b>

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD****Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>R.2.</b>	<b>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</b>
<b>GLE / COMPONENT</b>	<b>R.2.A.</b>	<b>Fiction</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Read, infer, analyze, and draw conclusions to:</b>

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RF.1.</b>	<b>Understand how English is written and read (Start of Reading Foundations).</b>
<b>GLE / COMPONENT</b>	<b>RF.1.A.</b>	<b>Print Awareness</b>

<b>INDICATOR / PROFICIENCY</b>	<b>Develop print awareness in the reading process by:</b>	
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INDICATOR	1.RF.1.A. b.	Recognizing the distinguishing features of a sentence
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**STRAND: BIG IDEA / STANDARD**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Apply a writing process to develop a text for audience and purpose.</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Prewriting</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Follow a writing process to plan a first draft by:</b>

INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas
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**STRAND: BIG IDEA / STANDARD**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>L.1.</b>	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	<b>L.1.A.</b>	<b>Grammar</b>
<b>INDICATOR / PROFICIENCY</b>		<b>In speech and written form, apply standard English grammar to:</b>

INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
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**STRAND: BIG IDEA / STANDARD**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>L.1.</b>	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	<b>L.1.B.</b>	<b>Punctuation, Capitalization, Spelling</b>
<b>INDICATOR / PROFICIENCY</b>		<b>In written text:</b>

INDICATOR	1.L.1.B.b.	Use ending punctuation
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**STRAND: BIG IDEA / STANDARD**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Listen for a purpose.</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Purpose</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b>

INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
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**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed

Week 23: Unit 5 Writing from Pictures, p. 223-229

**Missouri Learning Standards****Language Arts**

Grade 1 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to reading text and read alouds by:
INDICATOR	1.R.1.A.d.	Retelling main ideas in sequence including key details
INDICATOR	1.R.1.A.e.	Recognizing beginning, middle, and end

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR	1.R.1.B.b.	Identifying common root words and their inflectional endings
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INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
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**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:

INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
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INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
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**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.B.	Poetry
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR	1.R.2.B.a.	Use rhythm, rhyme and alliteration through identifying a regular beat and similarities in word sounds
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:

INDICATOR	1.RF.1.A.b.	Recognizing the distinguishing features of a sentence
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

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

**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

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

**STRAND: BIG IDEA / STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

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

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

**STRAND: BIG IDEA / STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

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

**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
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GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking/Listening</b>
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking/Listening</b>
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed

Week 24: Unit 5 Writing from Pictures, p. 231-237

## Missouri Learning Standards

### Language Arts

Grade 1 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading</b>
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to reading text and read alouds by:
INDICATOR	1.R.1.A.d.	Retelling main ideas in sequence including key details

INDICATOR 1.R.1.A.e. Recognizing beginning, middle, and end

**STRAND: BIG IDEA / STANDARD**

**CONCEPT: GLE / BENCHMARK** R.1. **Develop and apply skills to the reading process.**

**GLE / COMPONENT** R.1.B. **Vocabulary**

**INDICATOR / PROFICIENCY** **Develop an understanding of vocabulary by:**

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD**

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

**GLE / COMPONENT** R.2.A. **Fiction**

**INDICATOR / PROFICIENCY** **Read, infer, analyze, and draw conclusions to:**

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD**

**CONCEPT: GLE / BENCHMARK** RF.1. **Understand how English is written and read (Start of Reading Foundations).**

**GLE / COMPONENT** RF.1.A. **Print Awareness**

**INDICATOR / PROFICIENCY** **Develop print awareness in the reading process by:**

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

**STRAND: BIG IDEA / STANDARD**

**CONCEPT: GLE / BENCHMARK** RF.2. **Understand how English is written and read.**

**GLE / COMPONENT** RF.2.A. **Phonemic Awareness**

**INDICATOR / PROFICIENCY** **Develop phonemic awareness in the reading process by:**

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

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	1.RF.3.A.b.	Identifying letters for the spelling of short and long vowels
INDICATOR	1.RF.3.A.c.	Producing consonant blends

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.b.	Use ending punctuation
INDICATOR	1.L.1.B.c.	Capitalize the first letter of others' first and last names

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

INDICATOR	1.SL.1.A. b.	Building on others' talk in conversations by responding to the comments of others
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**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	1.SL.3.A. b.	Building on others' talk in conversations by responding to comments of others
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INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed
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Week 25: Introductin to Unit 7 Inventive Writing, p. 239-247

**Missouri Learning Standards****Language Arts**

Grade 1 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
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<b>GLE / COMPONENT</b>	R.1.B.	<b>Vocabulary</b>
<b>INDICATOR / PROFICIENCY</b>		Develop an understanding of vocabulary by:
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
<b>GLE / COMPONENT</b>	R.2.A.	Fiction
<b>INDICATOR / PROFICIENCY</b>		Read, infer, analyze, and draw conclusions to:
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Foundations</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	RF.2.	Understand how English is written and read.
<b>GLE / COMPONENT</b>	RF.2.A.	Phonemic Awareness
<b>INDICATOR / PROFICIENCY</b>		Develop phonemic awareness in the reading process by:
INDICATOR	1.RF.2.A.b.	Distinguishing between long and short vowel sounds
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Foundations</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	RF.3.	Understand how English is written and read.
<b>GLE / COMPONENT</b>	RF.3.A.	Phonics
<b>INDICATOR / PROFICIENCY</b>		Develop phonics in the reading process by:
INDICATOR	1.RF.3.A.b.	Identifying letters for the spelling of short and long vowels
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Writing</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	W.1.	Apply a writing process to develop a text for audience and purpose.
<b>GLE / COMPONENT</b>	W.1.A.	Prewriting

<b>INDICATOR / PROFICIENCY</b>	<b>Follow a writing process to plan a first draft by:</b>	
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INDICATOR 1.W.1.A.a Brainstorming and recording key ideas

**STRAND: BIG IDEA / STANDARD** **Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	W.1.	<b>Apply a writing process to develop a text for audience and purpose.</b>
<b>GLE / COMPONENT</b>	W.1.B.	<b>Draft</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Appropriate to genre type, develop a draft from prewriting by:</b>

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

**STRAND: BIG IDEA / STANDARD** **Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	W.2.	<b>Compose well-developed writing texts for audience and purpose.</b>
<b>GLE / COMPONENT</b>	W.2.B.	<b>Informative/Explanatory</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Write informative/ explanatory texts that:</b>

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

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

**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	L.1.	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	L.1.A.	<b>Grammar</b>
<b>INDICATOR / PROFICIENCY</b>		<b>In speech and written form, apply standard English grammar to:</b>

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

**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	L.1.	<b>Communicate using conventions of English language.</b>
<b>GLE / COMPONENT</b>	L.1.B.	<b>Punctuation, Capitalization, Spelling</b>
<b>INDICATOR / PROFICIENCY</b>		<b>In written text:</b>

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

**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY	Develop and apply effective listening skills and strategies in formal and informal settings by:	

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

**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	

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

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

**STRAND: BIG IDEA / STANDARD**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	

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

Week 26: Unit 7 Inventive Writing, p. 249-255

**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	R.1.	<b>Develop and apply skills to the reading process.</b>
<b>GLE / COMPONENT</b>	R.1.B.	<b>Vocabulary</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop an understanding of vocabulary by:</b>

INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things
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INDICATOR	1.R.1.B.d.	Recognizing that compound words are made up of shorter words
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**STRAND: BIG IDEA / STANDARD** **Reading**

<b>CONCEPT: GLE / BENCHMARK</b>	R.2.	<b>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</b>
<b>GLE / COMPONENT</b>	R.2.A.	<b>Fiction</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Read, infer, analyze, and draw conclusions to:</b>

INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
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INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	RF.2.	<b>Understand how English is written and read.</b>
<b>GLE / COMPONENT</b>	RF.2.A.	<b>Phonemic Awareness</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop phonemic awareness in the reading process by:</b>

INDICATOR	1.RF.2.A.b.	Distinguishing between long and short vowel sounds
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

<b>CONCEPT: GLE / BENCHMARK</b>	RF.3.	<b>Understand how English is written and read.</b>
<b>GLE / COMPONENT</b>	RF.3.A.	<b>Phonics</b>
<b>INDICATOR / PROFICIENCY</b>		<b>Develop phonics in the reading process by:</b>

INDICATOR	1.RF.3.A.b.	Identifying letters for the spelling of short and long vowels
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INDICATOR	1.RF.3.A.i	Reading contractions and compound words
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**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

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

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:

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

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:

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

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

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

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

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

**Missouri Learning Standards****Language Arts****Grade 1 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD****Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:
INDICATOR	1.RF.1.A.b.	Recognizing the distinguishing features of a sentence

**STRAND: BIG IDEA / STANDARD****Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:

INDICATOR	1.RF.2.A. b.	Distinguishing between long and short vowel sounds
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

INDICATOR	1.RF.3.A. b.	Identifying letters for the spelling of short and long vowels
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INDICATOR	1.RF.3.A.i	Reading contractions and compound words
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**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas
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**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:

INDICATOR	1.W.1.B.a	Sequencing ideas into sentences and stay on topic throughout the text
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**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:

INDICATOR	1.W.2.B.a	Introduce a topic or text being studied and supply facts
INDICATOR	1.W.2.B.b	Use some specific words that are related to the topic
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.b.	Use ending punctuation
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	1.SL.1.A.b.	Building on others' talk in conversations by responding to the comments of others
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A.b.	Building on others' talk in conversations by responding to comments of others

INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed

Week 28: Revisiting Units 1 and 2, p. 267-273

**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to reading text and read alouds by:
INDICATOR	1.R.1.A.d.	Retelling main ideas in sequence including key details
INDICATOR	1.R.1.A.e.	Recognizing beginning, middle, and end

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	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.
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GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	1.R.3.A.b.	Explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed via words
STRAND: BIG IDEA / STANDARD	<b>Reading Foundations</b>	
CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:
INDICATOR	1.RF.1.A.b.	Recognizing the distinguishing features of a sentence
STRAND: BIG IDEA / STANDARD	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	1.W.1.A.a	Brainstorming and recording key ideas
STRAND: BIG IDEA / STANDARD	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	1.W.1.B.a	Sequencing ideas into sentences and stay on topic throughout the text
STRAND: BIG IDEA / STANDARD	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:

INDICATOR	1.W.2.B.a	Introduce a topic or text being studied and supply facts
INDICATOR	1.W.2.B.b	Use some specific words that are related to the topic
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	1.L.1.A.b.	Use adjectives/adverbs in sentences
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Language</b>	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	1.L.1.B.b.	Use ending punctuation
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	1.SL.1.A.b.	Building on others' talk in conversations by responding to the comments of others
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking/Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.3.A.b.	Building on others' talk in conversations by responding to comments of others

INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed

Week 29: Revisiting Unit 3, p. 275-282

**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR 1.R.1.B.c. Identifying words that name actions and words that name persons, places, or things

INDICATOR 1.R.1.B.d. Recognizing that compound words are made up of shorter words

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:

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

INDICATOR 1.R.2.A.e. Explain the actions of the main character and the reasons for those actions

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.1.	Understand how English is written and read (Start of Reading Foundations).
GLE / COMPONENT	RF.1.A.	Print Awareness
INDICATOR / PROFICIENCY		Develop print awareness in the reading process by:

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

**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

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

**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

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

**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:

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

**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary

<b>INDICATOR / PROFICIENCY</b>	Write fiction or non-fiction narratives and poems that:	
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INDICATOR 1.W.2.C.e Use words that are related to the topic

**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	L.1.	Communicate using conventions of English language.
<b>GLE / COMPONENT</b>	L.1.A.	Grammar
<b>INDICATOR / PROFICIENCY</b>	In speech and written form, apply standard English grammar to:	

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

**STRAND: BIG IDEA / STANDARD** **Language**

<b>CONCEPT: GLE / BENCHMARK</b>	L.1.	Communicate using conventions of English language.
<b>GLE / COMPONENT</b>	L.1.B.	Punctuation, Capitalization, Spelling
<b>INDICATOR / PROFICIENCY</b>	In written text:	

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

**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	SL.1.	Listen for a purpose.
<b>GLE / COMPONENT</b>	SL.1.A.	Purpose
<b>INDICATOR / PROFICIENCY</b>	Develop and apply effective listening skills and strategies in formal and informal settings by:	

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

**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	SL.3.	Speak effectively in collaborative discussions.
<b>GLE / COMPONENT</b>	SL.3.A.	Collaborative Discussions
<b>INDICATOR / PROFICIENCY</b>	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	

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

INDICATOR	1.SL.3.A. c.	Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions
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**STRAND: BIG IDEA / STANDARD** **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	1.SL.4.A. c.	Using complete sentences and adjusting volume, as needed

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**Missouri Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to reading text and read alouds by:
INDICATOR	1.R.1.A.d.	Retelling main ideas in sequence including key details
INDICATOR	1.R.1.A.e.	Recognizing beginning, middle, and end

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	1.R.1.B.b.	Identifying common root words and their inflectional endings
INDICATOR	1.R.1.B.c.	Identifying words that name actions and words that name persons, places, or things

**STRAND: BIG IDEA / STANDARD** **Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:

INDICATOR	1.R.2.A.a.	Describe characters, setting, problem, solution, and events in logical sequences
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INDICATOR	1.R.2.A.e.	Explain the actions of the main character and the reasons for those actions
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.2.	Understand how English is written and read.
GLE / COMPONENT	RF.2.A.	Phonemic Awareness
INDICATOR / PROFICIENCY		Develop phonemic awareness in the reading process by:

INDICATOR	1.RF.2.A.b.	Distinguishing between long and short vowel sounds
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**STRAND: BIG IDEA / STANDARD** **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:

INDICATOR	1.RF.3.A.b.	Identifying letters for the spelling of short and long vowels
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INDICATOR	1.RF.3.A.h.	Reading root words with inflectional endings
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INDICATOR	1.RF.3.A.i	Reading contractions and compound words
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**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

INDICATOR	1.W.1.A.a.	Brainstorming and recording key ideas
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**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:

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

**STRAND: BIG IDEA / STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:

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

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

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

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

**STRAND: BIG IDEA / STANDARD****Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

## INDICATOR

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

## INDICATOR

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

## INDICATOR

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

**STRAND: BIG IDEA / STANDARD****Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

## INDICATOR

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