

Main Criteria: Classroom Supplement Units Grade 1
Secondary Criteria: Missouri Grade and Course-Level Expectations
Subject: Language Arts
Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Missouri Grade and Course-Level Expectations

Language Arts

Grade 1 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.1.1.	Ask and answer questions about key details in a text.
GLE / COMPONENT	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GLE / COMPONENT	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonological Awareness
GLE / COMPONENT	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR / PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR / PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR / PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR / PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR / PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR / PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards

CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.1.1(a)	Print all upper- and lowercase letters.
INDICATOR / PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR / PROFICIENCY	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR / PROFICIENCY	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
INDICATOR / PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR / PROFICIENCY	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR / PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
INDICATOR / PROFICIENCY	L.1.2(c)	Use commas in dates and to separate single words in a series.
INDICATOR / PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR / PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR / PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR / PROFICIENCY	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

Missouri Grade and Course-Level Expectations

Language Arts

Grade 1 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details

GLE / COMPONENT	RL.1.1.	Ask and answer questions about key details in a text.
GLE / COMPONENT	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GLE / COMPONENT	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonological Awareness
GLE / COMPONENT	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR / PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR / PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR / PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA /	MO.W.1.	Writing Standards

STANDARD		
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
GLE / COMPONENT	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR / PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
GLE / COMPONENT	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR / PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR / PROFICIENCY	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).

INDICATOR / PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR / PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR / PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 2

Missouri Grade and Course-Level Expectations

Language Arts

Grade 1 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.1.1.	Ask and answer questions about key details in a text.
GLE / COMPONENT	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GLE / COMPONENT	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GLE / COMPONENT	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas

GLE / COMPONENT	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND: BIG IDEA / STANDARD	MO.RI.1.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RI.1.1.	Ask and answer questions about key details in a text.
GLE / COMPONENT	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND: BIG IDEA / STANDARD	MO.RI.1.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
GLE / COMPONENT	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.1.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GLE / COMPONENT	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.1.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonological Awareness
GLE / COMPONENT	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR / PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR / PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR /	RF.1.3(b)	Decode regularly spelled one-syllable words.

PROFICIENCY		
INDICATOR / PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
GLE / COMPONENT	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR / PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE /		Presentation of Knowledge and Ideas

BENCHMARK		
GLE / COMPONENT	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR / PROFICIENCY	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR / PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR / PROFICIENCY	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR / PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
INDICATOR / PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR / PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR / PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

Missouri Grade and Course-Level Expectations

Language Arts

Grade 1 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details

GLE / COMPONENT	RL.1.1.	Ask and answer questions about key details in a text.
GLE / COMPONENT	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GLE / COMPONENT	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonological Awareness
GLE / COMPONENT	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR / PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR / PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR / PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR / PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR / PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR / PROFICIENCY	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
INDICATOR / PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR / PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
INDICATOR / PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR / PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR / PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 4

Missouri Grade and Course-Level Expectations

Language Arts

Grade 1 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.1.1.	Ask and answer questions about key details in a text.
GLE / COMPONENT	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GLE / COMPONENT	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND: BIG IDEA / STANDARD	MO.RI.1.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RI.1.1.	Ask and answer questions about key details in a text.
GLE / COMPONENT	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND: BIG IDEA / STANDARD	MO.RI.1.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
GLE / COMPONENT	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.1.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GLE / COMPONENT	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.1.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonological Awareness
GLE / COMPONENT	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR / PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR / PROFICIENCY	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR / PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR /	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel

PROFICIENCY		sounds.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
GLE / COMPONENT	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR / PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GLE / COMPONENT	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR / PROFICIENCY	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
INDICATOR / PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR / PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
INDICATOR / PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR / PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR / PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

Missouri Grade and Course-Level Expectations

Language Arts

Grade 1 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.1.1.	Ask and answer questions about key details in a text.
GLE / COMPONENT	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

GLE / COMPONENT	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonological Awareness
GLE / COMPONENT	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR / PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR / PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR / PROFICIENCY	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR / PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR / PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA /	MO.W.1.	Writing Standards

STANDARD		
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR / PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR / PROFICIENCY	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR / PROFICIENCY	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
INDICATOR / PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR / PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
INDICATOR / PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR / PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR / PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

Missouri Grade and Course-Level Expectations

Language Arts

Grade 1 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.1.1.	Ask and answer questions about key details in a text.
GLE / COMPONENT	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GLE / COMPONENT	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND: BIG IDEA / STANDARD	MO.RL.1.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonological Awareness
GLE / COMPONENT	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR / PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR / PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR / PROFICIENCY	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR / PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR / PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND: BIG IDEA / STANDARD	MO.RF.1.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND: BIG IDEA / STANDARD	MO.W.1.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge

GLE / COMPONENT	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR / PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR / PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND: BIG IDEA / STANDARD	MO.SL.1.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR / PROFICIENCY	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR / PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR / PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
INDICATOR / PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR / PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND: BIG IDEA / STANDARD	MO.L.1.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR / PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
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