

Missouri Learning Standards/Common Core Learning Standards Crosswalks
English Language Arts
First Grade
First Quarter
August 8 – October 7

Introduction

First grade language arts instruction builds on the skills children are expected to learn by the end of kindergarten. Children continue to learn about sounds and move from reading readiness skills to reading skills. They also move from writing words and possibly sentences to writing stories and short informative pieces. Standards have been placed in quarters when most students are developmentally ready to be assessed on this skill. Language Arts is a developmental discipline. You will most likely reteach and reassess each skill throughout the year depending on the development of each student. The list below are essential skills students should know by the end of first grade.

Phonics and Phonemic Awareness

- Recognize digraph (sh, ph, th, ch, ea)
- Recognize sound blends (fl, tr, sl, sm, sn, bl, gr and str)
- Recognize diphthongs (oi, oy, ou and ow)
- Pronounce word endings correctly (-ed, -es, -s, -ing)
- Create group of rhyming words (*cat, sat, hat, mat*)
- Count syllables in words

Spelling and Grammar

- Identify and create contractions (*isn't, wasn't, etc.*)
- Spell words with specific patterns such as those with a silent e (*late, bite*)
- Spell common words correctly (*where, every, there, this*)
- Recognize compound words
- Identify parts of speech (noun, verb, adjectives, adverbs, pronouns)
- Understand basic sentence structure (Subject-Verb)
- Recognize types of sentences (statements, questions, commands)

Reading

- Read from left to right and top to bottom
- Sound out unfamiliar words
- Use various strategies to figure out meanings of unknown words (word parts or morphemes and context)
- Recognize a variety of narrative genres (fiction, fantasy, folktales)
- Recognize the beginning, middle, and end of a story
- Know the characters and settings of a story
- Predict events in a story
- Infer meaning from text and pictures
- Be able to retell a story after reading it
- Ask questions about a text
- Make connection between real life situations and the text
- Recognize and understands non-fiction texts

Writing

- Form letters correctly
- Spell words correctly
- Use correct grammar
- Use complete sentences
- Begin sentences with capital letters
- End sentences with appropriate punctuation (period, question mark)
- Capitalize pronoun *I*, place names, people's names, months, days of the week, and holidays
- Write stories with a beginning, middle, and an end
- Use transitional words properly to show sequence of events(*after, next, now, finally*)
- Respond in writing to texts
- Write informative reports (i.e. book reports)
- Stay on topic and provides supporting detail
- Generate ideas with help
- Attempt to correct errors

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The Language Strand will be applied in all writing activities and in focused planned teachings on how to use conventions of English language.

Reading Literature

RL.1.1 Ask and answer questions about key details in a text. (MLS Develop and apply skills to the reading process: 1.R.1.A.c seeking clarification and locating facts and details about stories and other texts) DOK: Level 1

RL.1.3 Describe characters, settings, and major events in a story, using key details. (MLS Develop and apply skills to the reading process: 1.R.1.A.e recognizing beginning, middle, and end) DOK: Level 1

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. (MLS Develop and apply skills to the reading process: 1.R.2.A.g compare and contrast adventures and experiences of characters in stories) DOK: Level 1

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. (MLS Making text connections: 1.R.1.D.a engaging with and reading text that is developmentally appropriate) DOK: Level 1

Reading: Informational Text

RI.1.7 Use the illustrations and details in a text to describe its key ideas. (MLS Text Features: 1.R.3.A.c use text features to locate specific information in text) DOK: Level 1

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. (MLS Making text connections: 1.R.1.D.a engaging with and reading text that is developmentally appropriate) DOK: Level 1

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Foundational Skills

RF.1.1 Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (MLS Print Awareness: **1.R.F.1.A.a recognizing that sentences are comprised of words separated by spaces**) DOK: Level 1

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words. (MLS Phonemic Awareness: **1.RF.2.A.a a. producing and identifying sounds and syllables in spoken words**) DOK: Level 2

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (MLS Phonemic Awareness: **1.RF.2.A.b b. distinguishing between long and short vowel sounds**) DOK: Level 1

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (MLS Phonemic Awareness: **1.RF.2.A.d d. blending spoken phonemes to form 1 or 2 syllable words including consonant blends**) DOK: Level 1

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (MLS Phonemic Awareness: **RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)**) DOK: Level 1

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (MLS Phonics: **RF.3A Develop phonics in the reading process**) DOK: Level 1

b. Decode regularly spelled one-syllable words. (MLS Phonics: **1.RF.3.A.a a. decoding words in context by using letter sound knowledge for single letters**) DOK: Level 1

c. Know final -e and common vowel team conventions for representing long vowel sounds. (MLS Phonics: **1.R.F.3.A.c producing consonant blends**) DOK: Level 1

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (MLS Phonemic Awareness: **1.R.F.3.A.d producing consonant digraphs**) DOK: Level 1

e. Decode two-syllable words following basic patterns by breaking the words into syllables. (MLS Phonemic Awareness: **1.RF.3.A.e e. combining sounds from letters and common spelling patterns to create and decode recognizable words**) DOK: Level 1

f. Read words with inflectional endings. (MLS Phonemic Awareness: **1.R.F.3.A.f using syllabication patterns to decode words**) DOK: Level 1

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g. Recognize and read grade-appropriate irregularly spelled words. **(MLS Phonemic Awareness: 1.R.F.3.A.g read irregularly spelled words) DOK: Level 1**

RF.1.4 Fluency - Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **(MLS Fluency: 1.R.F.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary) DOK: Level 1**

Writing

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. **(MLS Apply a writing process to develop a text for audience and purpose: 1.W.1.B.b generating evidence of a simple opening and simple closing) DOK: Level 3**

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **(MLS Follow a writing process: 1.W.3.A.c gather personal and natural evidence from available sources, as well as from interviews with local experts) DOK: Level 3**

Speaking and Listening

SL.1.1 Listen for a purpose - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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). **(MLS Listen for a purpose: 1.SL.1.A.a following classroom listening rules) DOK: Level 1**

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **(MLS Listen for a purpose: 1.SL.1.A.b build on others' talk in conversations by responding to the comments of others) DOK: Level 1**

DOK: Level 1

c. Ask questions to clear up any confusion about the topics and texts under discussion. **(MLS Listen for a purpose: 1.SL.1.A.c following two-step instructions, according to classroom expectations) DOK: Level 1**

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SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **(MLS Speak effectively in collaborative discussions: 1.SL.3.A.c confirming comprehension of read-alouds and other media by retelling and asking appropriate questions) DOK: Level 1**

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. **(MLS Speak effectively in collaborative discussions: 1.SL.3.A.c confirming comprehension of read-alouds and other media by retelling and asking appropriate questions) DOK: Level 1**

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **(MLS Speak effectively when presenting: SL.4.A Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group) DOK: Level 1**

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **(MLS Speak effectively when presenting: 1.SL. 4.A.a explaining a topic (student-chosen), using a prop, picture, or other visual aid to show understanding) DOK: Level 1**

SL.1.6 Produce complete sentences when appropriate to task and situation. **(MLS Speak effectively when presenting: using complete sentences, adjusting volume, as needed) DOK: Level 1**

Language

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters. **DOK: Level 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). **(MLS Grammar: 1.L.1.Aa use nouns and action verbs that designate past, present, and future in sentence) DOK: Level 1**

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people. **(MLS Using convention of English language: 1.L.1.B.c capitalize the first letter of other's first and last names) DOK: Level 1**

b. Use end punctuation for sentences. **DOK: Level 1**

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e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **(MLS Using convention of English language: 1.L.1.B.f spell words phonetically using phonemic awareness and spelling knowledge) DOK: Level 1**

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). **(MLS Vocabulary: 1.R.1.Bi use words and phrases acquired through conversations, reading and being read to and responding to texts) DOK: Level 1**