**Carthage R-9 School District**

**Missouri Learning Standards – K English Language Arts**

**PRIORITIES**

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|  | **Reading** |
| K | 1.A.b. Asking and responding to questions about texts read aloud |
| 1 | 1. ***1.A.******Comprehension –*** *Develop and demonstrate reading skills in response to reading text*
 |
| 1 | 1.C.a. Text to text (text ideas including similarities and differences in fiction and nonfiction) |
| 1 | 1.D.a. Engaging with and reading text that is developmentally appropriate |
| 1 | ***2.A.******Fiction –*** *Read, infer, analyze, and draw conclusions to:* |
| 1 | 2.A.a. Describe characters, setting, problem, solution, and events in logical sequences |
| 1 | 2.A.b. Describe the main idea of a story  |
| 1 | **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** |
| 1 | 3.A.a. Use text features to restate the main idea |
| 1 | 3.B.a. Distinguish between fiction and nonfiction |
| 1 | 3.C.b. Identify main ideas and provide supporting details |
| 1 | 3.C.c. Describe the connection between two individuals, events, ideas, or pieces of information in a text |
| 2 | **1.** **Develop and apply skills and strategies to the reading process** |
| 2 | 1. ***1.A.******Comprehension –*** *Develop and demonstrate reading skills in response to text by:*
 |
| 2 | 1.A.d. Retelling a story’s beginning, middle, and end and determining their central message, lesson, or moral |
| 2 | ***1.B.******Vocabulary –*** *Develop an understanding of vocabulary by:* |
| 2 | 1.B.a. Using prefixes, root words, and suffixes to determine the meaning of words |
| 2 | 1.B.c. Using context to determine the meaning of a new word or multiple-meaning word in text |
| 2 | 1.B.e. Locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases |
| 2 | ***C.******Making Connections –*** *Determine the relevant connections between:* |
| 2 | 1.C.a. Text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction) |
| 2 | ***1.D.******Independent Text –*** *Read independently for multiple purposes over sustained periods of time by:* |
| 2 | 1.D.a. Reading text that is developmentally appropriate |
| 2 | 1.D.b. Producing evidence of reading |
| 2 | **2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times** |
| 2 | ***2.A.******Fiction –*** *Read, infer, analyze, and draw conclusions to:* |
| 2 | 2.A.d. Describe cause and effect relationships |
| 2 | ***3.C. Text Structures –*** *Read, infer and draw conclusions to:* |
| 2 | 3.C.a. Explain main ideas and supporting details |
| 3 | 1. ***1.A.******Comprehension –*** *Develop and demonstrate reading skills in response to text by:*
 |
| 3 | 1.A.b. Draw conclusions and support with textual evidence |
| 3 | 1.A.c. Summarizing a story’s beginning, middle, and determining their central message, lesson or moral |
| 3 | ***1.B.******Vocabulary –*** *Develop an understanding of vocabulary by:* |
| 3 | 1.B.b. Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words |
| 3 | 1.D.a. Reading text that is developmentally appropriate |
| 3 | **2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times** |
| 3 | 2.A.a. Summarize and sequence the events/plot and explain how past events impact future events |
| 3 | 2.A.d. Paraphrase the big idea/themes and supporting details of texts |
| 3 | 2.A.e. Compare and contrast key elements in various types of fiction |
| 3 | 2.A.f. Explain cause and effect relationships |
| 3 | **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** |
| 3 | 3.A.a. Explain the author’s purpose |
| 3 | 3.A.b. Identify the details or facts that support the main idea |
| 3 | 3.A.c. Use text and graphic features to locate information and to make and verify predictions |
| 3 | 3.B.b. Distinguish fact from opinion |
| 3 | 3.C.d. Explain the author’s purpose |
| 3 | 3.C.e. Compare and contrast the most important points and key details presented in texts on the same topic |
| 4 | 1. 1.A.a. Drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
 |
| 4 | 1.A.b. Drawing conclusions by providing textual evidence of what the text says explicitly |
| 4 | 1.A.c. Monitoring comprehension and making corrections and adjustments when understanding breaks down |
| 4 | 1.B.a. Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes |
| 4 | 1.B.b. Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words |
| 4 | 1.B.f. Using conversational, general academic, and domain-specific words and phrases |
| 4 | 1.C.a. Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) |
| 4 | 1.D.a. Reading text that is developmentally appropriate |
| 4 | 1.D.b. Producing evidence of reading |
| 4 | 2.A.a. Summarize and sequence the events/plot and explain how past events impact future events, and identify the theme |
| 4 | 3.A.a. Use multiple text features to locate information and gain an overview of the contents of text |
| 4 | 3.C.a. Distinguish fact from opinion in a text and explain how to verify what is a fact |

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|  | **Reading Foundations** |
|  K | 1. 1.A.a. Identifying all upper and lower case letters
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| K | 2.A.b. Producing rhymes in response to spoken words |
| K | 2.A.f. Blending spoken phonemes to form one-syllable words |
| K | 2.A.g. Isolating the initial, medial and final sounds in spoken words |
| K | 3.A.a. Producing and writing letter(s) for most short vowel and consonant sounds |
| K | 3.A.b. Reading high frequency words |
| 1 | 1. 1.A.a. Recognizing that sentences are comprised of words separated by spaces
 |
| 1 | 2.A.b. Distinguishing between long and short vowel sounds |
| 1 | 2.A.c. Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed |
| 1 | 2.A.d. Blending spoken phonemes to form one- or two-syllable words including consonant blends |
| 1 | ***3.A. Phonics –*** *Develop phonics in the reading process by: (Substrand)* |
| 2 | 3.A.j. Demonstrating decoding skills when reading new words in a text |
| 2 | **4. Understand how English is written and read** |
| 2 | ***4.A. Fluency –*** *Read appropriate texts with fluency (rate, accuracy, expression, appropriate phasing) with purpose and for comprehension* |
| 3 | 3.A.e. Decoding known and unknown words by spelling patterns |
| 3 | 3.A.f. Reading irregularly spelled high frequency words |
| 4 | 3.A.a. Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context |
| 4 | 3.A.b. Reading root words, prefixes, and suffixes and important words from specific content curricula |
| 4 | 4.A.a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary |

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|  | **Writing** |
| K | 1.A.a. Using pictures, oral language or written letters, and/or words |
| 1 | **1. Apply a writing process to develop a text for audience and purpose** |
| 1 | ***1.A. Prewriting –*** *Follow a writing process to plan a first draft by:* |
| 1 | ***1.B. Draft –*** *Appropriate to genre type, develop a draft from prewriting by:* |
| 1 | ***1.D. Produce/Publish and Share Writing –*** *With assistance from adults/peers:* |
| 2 | **1. Apply a writing process to develop a text for audience and purpose** |
| 2 | ***1.A. Prewriting –*** *Follow a writing process to plan a first draft by:* |
| 2 | 1.A.a. Brainstorming and recording key ideas using a graphic organizer |
| 2 | ***1.B. Draft –*** *Appropriate to genre type, develop a draft from prewriting by:* |
| 2 | ***1.C. Revise/Edit*** – *Reread, revise, and edit drafts, with assistance from adults/peers, to:* |
| 2 | 1.C.a. Strengthen writing as needed by revising* main idea
 |
| 2 | 1.C.b. Edit for language conventions |
| 2 | ***1.D. Produce/Publish and Share Writing –*** *With assistance from adults/peers:* |
| 2 | **2. Compose well-developed writing texts for audience and purpose** |
| 2 | ***2.B. Informative/Explanatory –*** *Write informative/explanatory texts that:* |
| 2 | 2.B.a. Introduce a topic or text being studied, using complete sentences |
| 2 | ***2.C. Narrative/Literacy –*** *Write fiction or non-fiction narratives and poems that:* |
| 2 | **3. Gather, analyze, evaluate and use information from a variety of sources** |
| 2 | ***3.A. Research Process –*** *Apply research process to:* |
| 3 | **1. Apply a writing process to develop a text for audience and purpose** |
| 3 | 1.A.a. Using a simple pre-writing strategy when given the purpose and the intended audience |
| 3 | 1.B.a. Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory |
| 3 | 1.C.a. Develop and strengthen writing by revising* main idea
* sequence (ideas)
* focus
* beginning/middle/end
* details/facts (from sources, when appropriate)
* word choice (related to the topic)
* sentence structure
* transitions
* audience and purpose
* voice
 |
| 3 | 1.C.b. Edit for language conventions |
| 3 | ***1.D. Produce/Publish and Share Writing –*** *With assistance from adults/peers:* |
| 3 | **2. Compose well-developed writing texts for audience and purpose** |
| 3 | 2.A.b. State an opinion or establish a position and provide reasons for the opinion/position |
| 3 | 2.A.g. Provide clear evidence of a beginning, middle and a concluding statement or paragraph |
| 3 | 2.B.b. Develop the topic with simple facts, definitions, details, and explanations |
| 3 | 2.B.f. Create a concluding statement or paragraph |
| 3 | 2.C.b. Use narrative techniques, such as dialogue and descriptions |
| 3 | 2.C.c. Establish an d organize an event sequence to establish a beginning/middle/end |
| 3 | **3. Gather, analyze, evaluate and use information from a variety of sources** |
| 3 | 3.A.i. Present and evaluate the information in a report or annotated display, using previously established teacher/student criteria |
| 4 | 1.A.d. Using a pre-writing strategy |
| 4 | 1.B.a. Generating a main idea to support a multiple paragraph text using a variety of sentence types, including compound |
| 4 | 1.B.b. Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph |
| 4 | 1.B.c. Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs |
| 4 | 2.A.b. State an opinion or establish a position and provide reasons for the opinion/position, supported by facts and details |
| 4 | 2.A.c. Use specific and accurate words that are related to the topic, audience, and purpose |
| 4 | 2.B.a. Introduce a topic using a topic sentence in an introductory paragraph |
| 4 | 2.B.b. Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations |
| 4 | 2.B.c. Use specific, relevant and accurate words that are suited to the topic, audience and purpose |
| 4 | 2.B.e. Use transitions to connect categories of information |
| 4 | 2.C.c. Organize an event sequence that unfolds naturally to establish a beginning/middle/end |

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|  | **Language** |
| K | 1.B.a. Print in upper and lower case letters |
| K | 1.B.b. Recognize that a sentence ends with punctuation marks |
| K | 1.B.d. Capitalize first word in a sentence |
| K | 1.B.g. Use inventive spelling with beginning, final, and medial sounds |
| 2 | ***1.A. Grammar*** *– In speech and written form, apply standard English grammar to:* |
| 2 | 1.A.h. Produce simple declarative, imperative, exclamatory, and interrogative sentences |
| 2 | ***1.B. Punctuation, Capitalization, Spelling –*** *In written text:* |
| 2 | 1.B.a. Write legibly (print,  |
| 2 | 1.B.d. Capitalize weeks, days, months, holidays |
| 3 | ***1.A. Grammar*** *– In speech and written form, apply standard English grammar to:* |
| 3 | 1.A.c. Use complete subject and complete predicate in a sentence |
| 3 | 1.A.e. Use subject/verb agreement in sentences |
| 3 | 1.A.f. Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences |
| 3 | ***1.B. Punctuation, Capitalization, Spelling –*** *In written text:* |
| 3 | 1.B.a. Write legibly (print, cursive) |
| 3 | 1.B.f. Capitalize names of places |
| 4 | 1.A.a. Use the “*be*” helping verbs with “*ing*” verbs |
| 4 | 1.A.b. Use and order adjectives within sentences to conventional patterns |
| 4 | 1.A.c. Use progressive verbs to show past, present, and future |
| 4 | 1.A.d. Use adverbs in writing |
| 4 | 1.A.e. Use subject/verb agreement with 1st, 2nd, and 3rd person pronouns |
| 4 | 1.A.h. Produce and expand the complete simple and compound four types of sentences |
| 4 | 1.A.i. Correct sentence fragments and run-on sentences in writing |
| 4 | 1.B.a. Write legibly  |
| 4 | 1.B.e. Use correct capitalization |
| 4 | 1.B.i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context |

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|  | **Speaking/Listening** |
| 2 | 1. Listen for a purpose  |
| 2 | **2. Listen for entertainment** |
| 2 | ***2.A. Entertainment –*** *Develop and apply effective listening skills and strategies in formal and informal settings by:* |
| 2 | 2.A.a. Demonstrating active listening, according to classroom expectations |
| 2 | **3. Speak effectively in collaborative discussions** |
| 2 | 3.A.b. Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions  |
| 2 | **4. Speak effectively when presenting** |
| 2 | 4.A.a. Explaining a topic (student-chosen or teacher-assigned), while maintaining eye contact with audience |
| 2 | 4.A.b. Recalling and telling a story with details, including a beginning, middle, and end |
| 3 | 1. Listen for a purpose  |
| 3 | 1.A.c. Following three-step instructions, according to classroom expectations |
| 3 | **2. Listen for entertainment** |
| 3 | 2.A.a. Demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations |
| 3 | **3. Speak effectively in collaborative discussions** |
| 3 | ***3.A. Collaborative Discussions –*** *Speak clearly and to the point, using conventions of language when presenting individually or with a group by:* |
| 3 | ***4.A. Presenting –*** *Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:* |
| 3 | 4.A.b. Presenting information with clear ideas and details, speaking clearly at an understandable pace |
| 4 | 1.A.a. Following, generating, and justifying classroom listening rules |
| 4 | 1.A.b. Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others |
| 4 | 2.A.a. Generating and following active listening rules, according to classroom expectations |