

Elementary Missouri Learning Standards Grades 1-6					
1 st	2 nd	3 rd	4 th	5 th	6 th
Reading Standards for Literature					
<p>MLS.RL.1.1 Ask and answer questions about key details in a text.</p>	<p>MLS.RL.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text</p>	<p>MLS.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>MLS.RL.4.1 Refer to detail and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>MLS.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>MLS.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>MLS.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>MLS.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>MLS.RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	<p>MLS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>	<p>MLS.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or dram, drawing on specific details in the text.</p>	<p>MLS.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a solution.</p>
<p>MLS.RL.1.9 Compare and contrast the adventures and experiences of characters in stories</p>	<p>MLS.RL.2.9 Compare and contrast two or more versions of the same story.</p>	<p>MLS.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about similar characters.</p>	<p>MLS.RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of event in stories, myths, and traditional literature from different cultures.</p>	<p>MLS.RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>MLSR.L.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>
<p>MLS.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>MLS.RL.2.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the</p>	<p>MLS.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the</p>	<p>MLS.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the</p>	<p>MLS.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the</p>	<p>MLS.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the</p>

	grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	high end of the grades 2-3 text complexity band independently and proficiently.	grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	high end of the grades 4-5 text complexity band independently and proficiently.	grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Standards for Informational Text					
MLS.RI.1.1 Ask and answer questions about key details in a text.	MLS.RI.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text	MLS.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	MLS.RI.4.1 Refer to detail and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	MLS.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	MLS.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
MLS.RI.1.2 Identify the main topic and retell key details of a text.	MLS.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	MLS.RI.3.2 Determine the main idea of a text: recount the key details and explain how they support the main idea.	MLS.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	MLS.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	MLS.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
MLS.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1	MLS.RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band	MLS.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text	MLS.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5	MLS.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of	MLS.RI.6.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of

	proficiently, with scaffolding as needed at the high end of the range.	complexity band proficiently, with scaffolding as needed at the high end of the range.	text complexity band proficiently, with scaffolding as needed at the high end of the range.	the grades 4-5 text complexity band independently and proficiently.	the grades 6-8 text complexity band independently and proficiently.
Reading Standards: Foundational Skills					
MLS.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	MLS.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	MLS.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	MLS.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	MLS.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	No Foundational Skills at Grade 6
Writing Standards					
MLS.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion. And provide some sense of closure.	MLS.W.2.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons and provide a concluding statement or section.	MLS.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	MLS.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	MLS.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	MLS.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
MLS.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a sense of closure.	MLS.W.2.2 Write informative/explanatory texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or	MLS.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	MLS.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	MLS.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	MLS.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization,

	section.				and analysis of relevant content. .
MLS.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.W.2.3 Write narratives, in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.	MLS.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	MLS.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	MLS.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	MLS.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Speaking & Listening Standards

MLS. SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers, and adults in small and large groups.	MLS. SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers, and adults in small and large groups.	MLS. SL.3.1 Participate in collaborative conversations with diverse partners about grade 3 topics and texts with peers, and adults in small and large groups.	MLS. SL.4.1 Participate in collaborative conversations with diverse partners about grade 4 topics and texts with peers, and adults in small and large groups.	MLS. SL.5.1 Participate in collaborative conversations with diverse partners about grade 5 topics and texts with peers, and adults in small and large groups.	MLS. SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other's ideas and expressing their own clearly.
---	---	---	---	---	--

Language Standards

MLS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or	MLS.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or	MLS.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or	MLS.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or	MLS.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or	MLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or
--	--	--	--	--	--

speaking.	speaking.	speaking.	speaking.	speaking.	speaking.
MLS.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	MLS.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	MLS.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	MLS.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	MLS.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	MLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
MLS.L.1.4 Determine or clarify the meaning of unknown and multi meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	MLS.L.2.4 Determine or clarify the meaning of unknown and multi meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	MLS.L.3.4 Determine or clarify the meaning of unknown and multi meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.	MLS.L.4.4 Determine or clarify the meaning of unknown and multi meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.	MLS.L.5.4 Determine or clarify the meaning of unknown and multi meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.	MLS.L.6.4 Determine or clarify the meaning of unknown and multi meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.