



Standards Alignment

Missouri Learning Standards: English Language Arts

Kindergarten

Reading Foundations & Writing

- **RF.1 Develop print awareness in the reading process by:**
 - a. identifying all upper-and lower-case letters
- **RF.2 Develop phonemic awareness in the reading process by:**
 - a. identifying sounds in spoken words
 - g. isolating the initial, medial, and final sounds in spoken words.
- **RF.3 Develop phonics in the reading process by:**
 - a. producing and writing letter(s) for most short vowel and consonant sounds
 - b. reading high-frequency words
 - c. blending letter sounds to decode simple words
- **RF.4. Read, with support, appropriate texts with purpose and understanding**
- **L.1 In written text:**
 - a. print in upper-and lowercase letters
 - f. write and name the printed letters that match the sound
 - h. write and name letters for consonant and vowel sounds

Set 1 (Pre Emergent)
Beginning Sounds: m, s, a, t, d

Set 3 (Pre Emergent)
Beginning Sounds: r, u, l, w, g, h

Set 5 (Pre Emergent)
Beginning Sounds: j, qu, x, z

Early Decodables (Kindergarten)
Short Sentences with CVC Words

Set 7 (Kindergarten)
Short i CVC

Set 9 (Kindergarten)
Short u CVC

Set 11a (Kindergarten)
Introduction to Digraph: ck

Set 13a (Kindergarten)
Introduction to Digraph: th [voiced; unvoiced]

Set 15a (Kindergarten)
Introduction to Digraph: wh

Set 2 (Pre Emergent)
Beginning Sounds: i, c, o, n, f

Set 4 (Pre Emergent)
Beginning Sounds: k, v, p, b, y, e

Word Books (Pre Emergent)
Blending CVC Words

Set 6 (Kindergarten)
Short a CVC

Set 8 (Kindergarten)
Short o CVC

Set 10 (Kindergarten)
Short e CVC

Set 12a (Kindergarten)
Introduction to Digraph: sh

Set 14a (Kindergarten)
Introduction to Digraph: ch



• **RF.3 Develop phonics in the reading process by:**

- a. decoding words in context by using letter-sound knowledge
- b. identifying letters for the spelling of short and long vowels
- c. producing consonant blends
- d. producing consonant digraphs
- e. combining sounds from letters and common spelling patterns to create and decode recognizable words
- f. using syllabication patterns to decode words
- g. reading irregularly spelled words
- h. reading root words with inflectional endings
- i. reading contractions and compound words
- j. reading high-frequency words
- k. demonstrating decoding skills when reading

Set 11 (First Grade)

Digraphs: sh, ck

Set 13 (First Grade)

Digraph: ch

Set 15 (First Grade)

Digraph: wh

Set 17 (First Grade)

- S-Blends
- Double Consonants (ff, ll, ss)

Set 19 (First Grade)

Contractions

Set 21 (First Grade)

-nd, -nk, -nt

Set 23 (First Grade)

-lt, -lk

Set 25 (First Grade)

-sk, -mp

Set 27 (First Grade)

Long Vowel i_e

Set 29 (First Grade)

Long Vowels u_e and e_e

Set 31 (First Grade)

- R-Controlled ar
- Inflectional Endings: With Changes (-s, -es)

Set 12 (First Grade)

Digraph: th

Set 14 (First Grade)

Digraph: -ng

Set 16 (First Grade)

- L-Blends
- Inflectional Endings: No Changes (-s, -es, -ing)

Set 18 (First Grade)

- R-Blends
- Double Consonants (dd, zz)

Set 20 (First Grade)

Inflectional Endings: Three Sounds of -ed

Set 22 (First Grade)

-st, -ft, -ct, -pt

Set 24 (First Grade)

-ld, -lf, -lp

Set 26 (First Grade)

Long Vowel a_e

Set 28 (First Grade)

Long Vowel o_e

Set 30 (First Grade)

Trigraphs -dge and -tch

Set 32 (First Grade)

- R-Controlled or
- Inflectional Endings: With Changes (-ed)



First Grade

Reading Foundations

Set 33 (*First Grade*)

- R-Controlled er
- Inflectional Endings:
With Changes (-ing)

Set 34 (*First Grade*)

R-Controlled ir, ur

Set 35 (*First Grade*)

- Words Ending in y
- Digraph: ph



• **RF.3 Develop phonics in the reading process by:**

- a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- b. distinguishing long and short vowels when reading regularly spelled one-syllable words
- c. decoding regularly spelled two-syllable words with long vowels
- d. decoding words with vowel diphthongs
- e. decoding words with vowel digraphs
- f. reading words with common prefixes and suffixes
- g. using contractions
- h. using common syllable patterns to decode words including r-controlled vowels
- i. reading irregularly spelled high-frequency words
- j. demonstrating decoding skills when reading new words in a text

Set 36 (Second Grade)

Long e Vowel Teams: ee, ea, ey

Set 38 (Second Grade)

Long o Vowel Teams: oa, oe, ow

Set 40 (Second Grade)

- Diphthongs: oy, oi
- Vowel Team: eigh

Set 42 (Second Grade)

Vowel Teams: au, aw, augh

Set 44 (Second Grade)

Vowel Teams: ew, ue, ui

Set 46 (Second Grade)

Consonant le Syllables

Set 48 (Second Grade)

- Long a Vowel r /air/
- Long e vowel r /ear/

Set 50 (Second Grade)

- Suffixes: -less, -ful, -ly
- Silent Letters: gn, kn, wr, mb

Set 52 (High-Interest)

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

Set 54 (High-Interest)

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

Set 37 (Second Grade)

Long a Vowel Teams: ai, ay

Set 39 (Second Grade)

Long i Vowel Teams: ie, igh

Set 41 (Second Grade)

Vowel Team: oo

Set 43 (Second Grade)

Diphthongs: ow, ou

Set 45 (Second Grade)

Short e and Long a Vowel Teams: ea

Set 47 (Second Grade)

Soft c and g

Set 49 (Second Grade)

- Multiple Sounds of ough
- Multisyllabic Words

Set 51 (High-Interest)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

Set 53 (High-Interest)

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

Set 55 (High-Interest)

Prefixes/Roots/Suffixes: bi-, tri-, -able, -ible, -inter, -ance, -ence



• **RF.3 Develop phonics in the reading process by:**

- a. decoding multisyllabic words in context and independent of context by applying common spelling patterns
- b. decoding words that double final consonants when adding an ending
- c. using the meaning of common prefixes and suffixes
- e. decoding known and unknown words by spelling patterns
- f. reading irregularly spelled high-frequency words

Set 51 (High-Interest)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

Set 52 (High-Interest)

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

Set 53 (High-Interest)

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

Set 54 (High-Interest)

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

Set 55 (High-Interest)

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

Set 56 (High-Interest)

Prefixes/Roots/Suffixes: tele-, therm-, photo-, -ure, -cy

Set 57 (High-Interest)

Prefixes/Roots/Suffixes: ped-, man-, tract-, spect-, -ician, -al

Set 58 (High-Interest)

Prefixes/Roots/Suffixes: bio, port-, dict-, rupt-, -logy/logist, -graph/graphy

Set 59 (High-Interest)

Prefixes/Roots/Suffixes: scribe-, semi-, intra, anti-, -ine, -emia

Set 60 (High-Interest)

Prefixes/Roots/Suffixes: junct/join, socio-, struct-, -lessly, -lessness, -ively



• **RF.3 Develop phonics in the reading process by:**

- a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
- b. reading root words, prefixes, and suffixes and important words from specific content curricula

Set 51 (*High-Interest*)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

Set 52 (*High-Interest*)

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

Set 53 (*High-Interest*)

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

Set 54 (*High-Interest*)

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

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Prefixes/Roots/Suffixes: scrib-, semi-, intra, anti-, -ine, -emia

Set 60 (*High-Interest*)

Prefixes/Roots/Suffixes: junct/join, socio-, struct-, -lessly, -lessness, -ively



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- b. reading root words, prefixes, and suffixes and important words from specific content curricula

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