



Mind Missions®

Oklahoma

1st Grade Standards Alignment

		U.S. Legends					U.S. Traditions					Citizenship Skills					Chiponomics				
		George's Gold	Lincoln's Legacy	Ben's Bifocals	MLK's Message	Moon Mission	Pledge Promise	Soaring Symbol	Cook's Call	Hometown Holiday	Card Creator	Earth Events	Class Constitution	Creating Citizens	Bully Banner	Respect Reminder	Chip's Crop	Acorn Advertising	Storefront Shelter	Jingle, Jingle	Super Saver
Social Studies	1.A	Social Studies Practices: Engage in Democratic Practices- Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guide official government institutions.																			
	1.B	Social Studies Practices: Engage in Democratic Practices- Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.																			
	1.C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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	3.B	Social Studies Practices: Acquire, Apply, and Evaluate Evidence - Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.																			
	3.C	Social Studies Practices: Acquire, Apply, and Evaluate Evidence - Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.																			
udies	4.A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4.B																				
	5.A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
			Social Studies Practices: Engage in Evidence-Based Writing - Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.																		



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1.1.1	Citizenship: Describe the need for written laws and the main purpose of government, including the concept of consequences for one's actions when a law or rule is violated.												✓								
1.1.2	Citizenship: Describe how citizens within communities work together to accomplish common tasks and fulfill roles of authority.											✓	✓	✓	✓	✓					
1.1.3	Citizenship: Explain patriotic traditions including The Pledge of Allegiance, describe appropriate flag etiquette and proper behavior during the playing of The Star-Spangled Banner.						✓														
1.1.4	Citizenship: Identify important symbols of the United States including the Bald Eagle and the Liberty Bell, and explain their meanings.							✓													
1.2.1	Geography: Describe the difference between physical and political maps; construct basic maps of specific places.																				
1.2.2	Geography: Identify cardinal directions and use them to identify specific locations on a map.																				
1.2.3	Geography: Identify the difference between continents and oceans.																				
1.2.4	Geography: Compare the features of urban and rural communities.																				
1.2.5	Geography: Describe community customs and traditions as basic elements of culture.						✓	✓	✓	✓	✓										
1.3.1	History: Explain why people may see events from different points of view.															✓					



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Social Studies	1.3.2	History: Describe the contributions of people and groups who have shaped our history and ways we commemorate important places and events of the past.					✓	✓	✓	✓	✓											
	1.3.3	History: Read and construct basic timelines to understand the chronology of events in history.																				
	1.3.4	History: Identify primary sources and how they help us to learn about the past.					✓	✓	✓	✓	✓											
	1.4.1	Economics: Explain the costs and benefits of spending and saving in order to meet needs and wants.																				✓
	1.4.2	Economics: Describe ways people are paid for their labor and how goods and services are purchased using money and credit.																✓				
	1.4.3	Economics: Identify and explain the roles of consumers and producers in the American economy.																✓				✓
	1.4.4	Economics: Describe the role of banks in the community.																				✓



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Language Arts	1.1.R.1	Speaking and Listening: Students will actively listen and speak using agreed-upon rules for discussion.																			
	1.1.R.2	Speaking and Listening: Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.																			
	1.1.R.3	Speaking and Listening: Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.																			
	1.1.R.4	Speaking and Listening: Students will restate and follow simple two-step directions.																			
	1.1.W.1	Speaking and Listening: Students will orally describe people, places, things, and events with relevant details expressing their ideas.																			
	1.1.W.2	Speaking and Listening: Students will work respectfully in groups.																			
	1.2.PA.1	Reading Foundations: Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).																			



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e Arts	1.2.PA.2	Reading Foundations: Students will differentiate short from long vowel sounds in spoken words.																			
	1.2.PA.3	Reading Foundations: Students will isolate and pronounce initial, medial, and final sounds in spoken words.																			
	1.2.PA.4	Reading Foundations: Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).																			
	1.2.PA.5	Reading Foundations: Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).																			
	1.2.PA.6	Reading Foundations: Students will add, delete, and substitute phonemes in spoken words (e.g., "add /g/ to the beginning of low to say 'glow'; "remove the /idge/ from 'bridge,' to say 'br'; "change the /ar/ in 'charm' to /u/ to say 'chum').																			
	1.2.PC.1	Print Concepts: Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.																			



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Language	1.2.PC.2	Print Concepts: Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma quotation marks)																			
	1.2.PWS.1	Phonics and Word Study: Students will decode phonetically regular words by using their knowledge of: single consonants (e.g., c=/k/, c=/s/, s=/s/, s=/z/, x=/ks/, x=/z/), consonant blends (e.g., bl, br, cr), consonant digraphs and trigraphs (e.g., sh-, -tch), vowel sounds: long and short, r-controlled vowels (e.g., ar, er, ir or, ur), vowel spelling patterns: vowel digraphs (e.g., ea, oa, ee) and vowel-consonant-silent-e (e.g., lake)																			
	1.2.PWS.2	Phonics and Word Study: Students will decode words by applying knowledge of structural analysis: most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled), inflection endings (e.g., -s, -ed, -ing, compound words, contractions)																			
	1.2.PWS.3	Phonics and Word Study: Students will read words in common word families (e.g., -at, -ab, -am, -in).																			
	1.2.F.1	Fluency: Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.																			
	1.2.F.2	Fluency: Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.																			
	1.2.R.1	Reading and Writing Process: Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.																			



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Language Arts	1.2.R.2	Reading and Writing Process: Students will discriminate between fiction and nonfiction/informational text.																								
	1.2.R.3	Reading and Writing Process: Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.																								
	1.2.W.1	Reading and Writing Process: Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.																								
	1.2.W.2	Reading and Writing Process: Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.																								
	1.2.W.3	Reading and Writing Process: Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.																								
	1.2.W.4	Reading and Writing Process: Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook)																								
	1.3.R.1	Critical Reading and Writing: Students will identify the author's purpose (i.e., tell a story, provide information) with guidance and support.																								
	1.3.R.2	Critical Reading and Writing: Students will describe who is telling the story (i.e., point of view).																								
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	1.3.R.3	Critical Reading and Writing: Students will find textual evidence when provided with examples of literary elements and organization: setting, plot, main characters and their traits in a story																			
	1.3.R.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1.3.R.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1.3.W.1	Critical Reading and Writing: NARRATIVE: Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.																			
	1.3.W.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1.3.W.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.4.R.1	Vocabulary: Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary to new situations.																				



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1.4.R.2	Vocabulary: Students will use word parts (e.g., affixes, root stems) to define unfamiliar words with guidance and support.																				
1.4.R.3	Vocabulary: Students will use context clues to determine the meaning of words with guidance and support.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.4.R.4	Vocabulary: Students will name and sort words into categories based on common attributes.																				
1.4.R.5	Vocabulary: Students will use a dictionary (print and/or electronic) to find words.																				
1.4.W.1	Vocabulary: Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.4.W.2	Vocabulary: Students will select appropriate language according to purpose in writing with guidance and support.																				
1.5.R.1	Language: Students will recognize nouns as concrete objects (i.e., people, persons, places, and things) and use the pronoun "I."																				
1.5.R.2	Language: Students will recognize verbs as actions.																				
1.5.R.3	Language: Students will recognize color and number adjectives.																				
1.5.R.4	Language: Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.																				
1.5.R.5	Language: Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).																				



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Language Arts	1.5.W.1	Language: Students will capitalize: the first letter of a sentence, proper names, months and days of the year																			
	1.5.W.2	Language: Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.																			
	1.6.R.1	Research: Students will decide who can answer questions about their topic or what resources they will need to find the information.																			
	1.6.R.2	Research: Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.																			
	1.6.R.3	Research: Students will identify the location and purpose of various visual and text reference sources.																			
	1.6.W.1	Research: Students will generate questions about topics of interest.																			
	1.6.W.2	Research: Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.																			
	1.6.W.3	Research: Students will make informal presentations of information gathered.																			
	1.7.R.1	Multimodal Literacies: Students will use provided print and digital resources with guidance and support.																			



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Language Arts	1.7.R.2	Multimodal Literacies: Students will explore and compare how ideas and topics are depicted in a variety of media and formats.																			
	1.7.W.1	Multimodal Literacies: Students will select and use appropriate technology or media to communicate with others with guidance and support.																			
	1.7.W.2	Multimodal Literacies: Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.																			
	1.8.R	Independent Reading and Writing: Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.																			
	1.8.W	Independent Reading and Writing: Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓