

Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Massachusetts Curriculum Frameworks

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE**SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE**L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE**L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE**RL.1. Grade 1 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE**RL.1. Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

WEEK 32 P. 299 -

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
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FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.1.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Sentence Structure and Meaning
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EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Word Usage
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EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 01: Introduction to Pre-Writing, p. 29-39

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Knowledge of Language
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STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
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INDICATOR	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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FOCUS / COURSE **RF.1. Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
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INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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INDICATOR	RF.1.3.f.	Read words with inflectional endings.
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FOCUS / COURSE **W.1. Grade 1 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
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FOCUS / COURSE **W.1. Grade 1 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.
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FOCUS / COURSE **SL.1. Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE **SL.1. Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.a.	Print legibly all upper- and lowercase letters.
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INDICATOR	L.1.2.e.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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INDICATOR	L.1.2.f.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
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INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 02: Pre-Writing, p. 41-47

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE **RL.1. Grade 1 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
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INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATOR	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.a.	Print legibly all upper- and lowercase letters.

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.e.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

INDICATOR	L.1.2.f.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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FOCUS / COURSE **L.1. Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
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INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
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FOCUS / COURSE **L.1. Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 03: Pre-Writng, p. 49-55

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.

FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE **SL.1. Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR **SL.1.1.b.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

FOCUS / COURSE **SL.1. Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.1. Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION **L.1.1.c.** Use singular and plural nouns with matching verbs in sentences.

FOCUS / COURSE **L.1. Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

FOCUS / COURSE **L.1. Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR **L.1.2.a.** Print legibly all upper- and lowercase letters.

INDICATOR **L.1.2.e.** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

INDICATOR	L.1.2.f.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND	Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 04: Pre-Writing, p. 57-63

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND	Key Ideas and Details
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STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND	Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND	Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND	Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND	Key Ideas and Details	
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STANDARD / CONCEPT / SKILL RL.1.3. Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND	Integration of Knowledge and Ideas	
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STANDARD / CONCEPT / SKILL RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

STANDARD / CONCEPT / SKILL RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND	Range of Reading and Level of Text Complexity	
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STANDARD / CONCEPT / SKILL RI.1.10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND	Phonological Awareness	
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND	Phonics and Word Recognition	
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.1.3.a. Know the spelling-sound correspondences for common consonant digraphs.

INDICATOR RF.1.3.c. Know final -e and common vowel team conventions for representing long vowel sounds.

INDICATOR RF.1.3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1.f.	Use personal, possessive, and indefinite pronouns.
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EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.1.2.a. Print legibly all upper- and lowercase letters.

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 05: Pre-Writing, p. 65-71

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.1.1.c. Use singular and plural nouns with matching verbs in sentences.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.1.1.e. Use common, proper, and possessive nouns.

EXPECTATION L.1.1.f. Use personal, possessive, and indefinite pronouns.

EXPECTATION L.1.1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.1.2.a. Print legibly all upper- and lowercase letters.

INDICATOR L.1.2.c. Capitalize the names of months and people.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR L.1.5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

INDICATOR	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 06: Pre-Writing, p. 73-79

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATOR	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.

FOCUS / COURSE **W.1. Grade 1 Writing Standards [W]**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.

FOCUS / COURSE **SL.1. Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE **SL.1. Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.1. Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
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FOCUS / COURSE **L.1. Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.f.	Use personal, possessive, and indefinite pronouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 07: Pre-Writing, p. 81-87

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.

FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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Range of Reading and Level of Text Complexity		
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND	Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97		
Massachusetts Curriculum Frameworks		
Language Arts		
Grade 1 - Adopted: 2017		
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	RL.1. Grade 1 Reading Standards for Literature [RL]	
STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	RL.1. Grade 1 Reading Standards for Literature [RL]	
STRAND	Integration of Knowledge and Ideas	

STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
INDICATOR	RF.1.3.f.	Read words with inflectional endings.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		
STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.a.	Print legibly all upper- and lowercase letters.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL

W.PK-12.9.

Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL

W.PK-12.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE

SL.PK-12.

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL

SL.PK-12.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE

RL.1.

Grade 1 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE

RI.1.

Grade 1 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL

RI.1.10.

With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE

RF.1.

Grade 1 Reading Standards for Foundational Skills [RF]

STRAND		Print Concepts
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STANDARD / CONCEPT / SKILL

RF.1.1.

Demonstrate understanding of the organization and basic features of print.

INDICATOR

RF.1.1.a.

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

FOCUS / COURSE

RF.1.

Grade 1 Reading Standards for Foundational Skills [RF]

STRAND		Phonological Awareness
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STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.a.	Print legibly all upper- and lowercase letters.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
Week 10: Unit 2 Writing from Notes, p. 109-115		
Massachusetts Curriculum Frameworks		
Language Arts		
Grade 1 - Adopted: 2017		
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.

FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATOR	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.1.1.c. Use singular and plural nouns with matching verbs in sentences.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.1.1.e. Use common, proper, and possessive nouns.

EXPECTATION L.1.1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.1.2.a. Print legibly all upper- and lowercase letters.

INDICATOR L.1.2.b. Use end punctuation for sentences.

INDICATOR L.1.2.c. Capitalize the names of months and people.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND	Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND	Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND	Range of Writing	
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND	Conventions of Standard English	

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		
		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		
		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		
		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		
		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

FOCUS / COURSE L.1. **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.1.1.c. Use singular and plural nouns with matching verbs in sentences.

FOCUS / COURSE L.1. **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.1.1.e. Use common, proper, and possessive nouns.

EXPECTATION L.1.1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

FOCUS / COURSE L.1. **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.1.2.a. Print legibly all upper- and lowercase letters.

INDICATOR L.1.2.b. Use end punctuation for sentences.

FOCUS / COURSE L.1. **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL L.1.6. Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		
STRAND	Text Types and Purposes	

STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.a.	Print legibly all upper- and lowercase letters.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.c.	Capitalize the names of months and people.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 13: Unit 2 Writing from Notes, p. 133-139

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.

FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.f.	Use personal, possessive, and indefinite pronouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.a.	Print legibly all upper- and lowercase letters.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE **RL.1. Grade 1 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE **RL.1. Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.

FOCUS / COURSE **RI.1. Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE **RF.1. Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
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INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
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FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE **SL.1. Grade 1 Speaking and Listening Standards [SL]**

STRAND	Comprehension and Collaboration	
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STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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FOCUS / COURSE **SL.1. Grade 1 Speaking and Listening Standards [SL]**

STRAND	Presentation of Knowledge and Ideas	
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STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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FOCUS / COURSE **L.1. Grade 1 Language Standards [L]**

STRAND	Conventions of Standard English	
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STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR	Word Usage	
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EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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FOCUS / COURSE **L.1. Grade 1 Language Standards [L]**

STRAND	Conventions of Standard English	
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STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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FOCUS / COURSE **L.1. Grade 1 Language Standards [L]**

STRAND	Vocabulary Acquisition and Use	
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STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.1.1.c. Use singular and plural nouns with matching verbs in sentences.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.1.1.e. Use common, proper, and possessive nouns.

EXPECTATION L.1.1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Use end punctuation for sentences.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR		Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

INDICATOR L.1.5.b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 16: Unit 3 Retelling Narrative Stories, p. 161-168

Massachusetts Curriculum Frameworks

Language Arts

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	RL.1. Grade 1 Reading Standards for Literature [RL]	
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		
		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		
		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		
		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		
		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

FOCUS / COURSE **RF.1. Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

FOCUS / COURSE **RF.1. Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.1.3.a. Know the spelling-sound correspondences for common consonant digraphs.

INDICATOR RF.1.3.c. Know final -e and common vowel team conventions for representing long vowel sounds.

INDICATOR RF.1.3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

FOCUS / COURSE **W.1. Grade 1 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

INDICATOR W.1.3.a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).

FOCUS / COURSE **SL.1. Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

FOCUS / COURSE **SL.1. Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL **SL.1.6.** Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

INDICATOR

Sentence Structure and Meaning

EXPECTATION **L.1.1.c.** Use singular and plural nouns with matching verbs in sentences.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

INDICATOR

Word Usage

EXPECTATION **L.1.1.e.** Use common, proper, and possessive nouns.

EXPECTATION **L.1.1.f.** Use personal, possessive, and indefinite pronouns.

EXPECTATION **L.1.1.g.** Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR **L.1.2.b.** Use end punctuation for sentences.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR **L.1.5.d.** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND	Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185		
Massachusetts Curriculum Frameworks		
Language Arts		
Grade 1 - Adopted: 2017		
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Integration of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND	Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND	Production and Distribution of Writing	

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	RL.1. Grade 1 Reading Standards for Literature [RL]	

STRAND	Key Ideas and Details	
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STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND	Integration of Knowledge and Ideas	
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STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
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FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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STRAND	Key Ideas and Details	
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STANDARD / CONCEPT / SKILL	RI.1.1.	Ask and answer questions about key details in a text.
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STANDARD / CONCEPT / SKILL	RI.1.2.	Identify the main topic and retell key details of a text.
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FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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STRAND	Craft and Structure	
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STANDARD / CONCEPT / SKILL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
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FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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STRAND	Integration of Knowledge and Ideas	
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STANDARD / CONCEPT / SKILL	RI.1.8.	Identify the reasons an author gives to support points in a text.
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FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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STRAND	Range of Reading and Level of Text Complexity	
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STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR RF.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.1.3.c. Know final -e and common vowel team conventions for representing long vowel sounds.

FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

STANDARD / CONCEPT / SKILL W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Sentence Structure and Meaning
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EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Word Usage
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EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 19: Unit 4 Summarizing a Reference, p. 1870193

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE **RL.1. Grade 1 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE **RL.1. Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RI.1.2.	Identify the main topic and retell key details of a text.

FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.1.8.	Identify the reasons an author gives to support points in a text.

FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
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STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.1.3.c. Know final -e and common vowel team conventions for representing long vowel sounds.

INDICATOR RF.1.3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

INDICATOR W.1.3.a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).

FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.1.1.c. Use singular and plural nouns with matching verbs in sentences.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.1.1.e. Use common, proper, and possessive nouns.

EXPECTATION L.1.1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.1.2.b. Use end punctuation for sentences.

INDICATOR L.1.2.e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

INDICATOR L.1.2.f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 20: Unit 4 Summarizing a Reference, p. 195-201

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.	
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing		
STRAND	Research to Build and Present Knowledge		
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing		
STRAND	Range of Writing		
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND	Comprehension and Collaboration		
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND	Conventions of Standard English		
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND	Vocabulary Acquisition and Use		

STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.1.1.	Ask and answer questions about key details in a text.
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STANDARD / CONCEPT / SKILL	RI.1.2.	Identify the main topic and retell key details of a text.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.1.8.	Identify the reasons an author gives to support points in a text.
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FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

Range of Reading and Level of Text Complexity		
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATOR	RF.1.3.f.	Read words with inflectional endings.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		
STANDARD / CONCEPT / SKILL	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in which they recount two or more sequential events, including what happened and why, using appropriate illustrations and details.

STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.1.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
STANDARD / CONCEPT / SKILL	W.1.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

Comprehension and Collaboration		
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
Conventions of Standard English		
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
Key Ideas and Details		
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
Integration of Knowledge and Ideas		
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
Range of Reading and Level of Text Complexity		
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
Print Concepts		

STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
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FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.1.10.	Write routinely for a range of tasks, purposes, and audiences.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
Week 22: Unit 5 Writing from Pictures, p. 215-221		
Massachusetts Curriculum Frameworks		
Language Arts		
Grade 1 - Adopted: 2017		
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 23: Unit 5 Writing from Pictures, p. 223-229

Massachusetts Curriculum Frameworks		
Language Arts		
Grade 1 - Adopted: 2017		
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity		
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
Range of Writing		
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
Comprehension and Collaboration		
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
Conventions of Standard English		
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
Vocabulary Acquisition and Use		
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL RL.1.3. Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE **RL.1.** **Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

STANDARD / CONCEPT / SKILL RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

FOCUS / COURSE **RI.1.** **Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL RI.1.10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR RF.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
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STANDARD / CONCEPT / SKILL RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.1.3.f. Read words with inflectional endings.

FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 24: Unit 5 Writing from Pictures, p. 231-237

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing
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STRAND	Production and Distribution of Writing	
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing
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STRAND	Range of Writing	
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND	Comprehension and Collaboration	
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language
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STRAND	Conventions of Standard English	
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE	RL.1. Grade 1 Reading Standards for Literature [RL]
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STRAND	Key Ideas and Details	
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STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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FOCUS / COURSE	RL.1. Grade 1 Reading Standards for Literature [RL]
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STRAND	Integration of Knowledge and Ideas	
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STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		
STRAND	Text Types and Purposes	

STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
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INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
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FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Sentence Structure and Meaning
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EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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INDICATOR	L.1.2.c.	Capitalize the names of months and people.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 25: Introductin to Unit 7 Inventive Writing, p. 239-247

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **RL.1. Grade 1 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE **RL.1. Grade 1 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.

FOCUS / COURSE **RI.1. Grade 1 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE **RF.1. Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.1.3.c. Know final -e and common vowel team conventions for representing long vowel sounds.

INDICATOR RF.1.3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

INDICATOR W.1.3.a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).

FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.1.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND	Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
Week 26: Unit 7 Inventive Writing, p. 249-255		
Massachusetts Curriculum Frameworks		
Language Arts		
Grade 1 - Adopted: 2017		
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Integration of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND	Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND	Production and Distribution of Writing	

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE **RL.1. Grade 1 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]

Integration of Knowledge and Ideas		
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
Range of Reading and Level of Text Complexity		
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
Print Concepts		
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
Phonological Awareness		
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
Phonics and Word Recognition		
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
Text Types and Purposes		

STANDARD / CONCEPT / SKILL	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
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FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
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FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.1.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

FOCUS / COURSE **SL.1.** **Grade 1 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
Week 27: Unit 7 Inventive Writing, p. 257-263		
Massachusetts Curriculum Frameworks		
Language Arts		
Grade 1 - Adopted: 2017		
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL R.PK-12.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL R.PK-12.10. Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL W.PK-12.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL W.PK-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL W.PK-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONCEPT / SKILL W.PK-12.6. Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL W.PK-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
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INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
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FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.1.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2.b.	Use end punctuation for sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND	Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 28: Revisiting Units 1 and 2, p. 267-273

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND	Integration of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND	Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND	Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND	Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
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FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
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FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.1.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Sentence Structure and Meaning
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EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Word Usage
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EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2.b.	Use end punctuation for sentences.
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FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 29: Revisiting Unit 3, p. 275-282

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

Range of Writing		
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
Comprehension and Collaboration		
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
Conventions of Standard English		
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
Vocabulary Acquisition and Use		
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
Key Ideas and Details		
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
Integration of Knowledge and Ideas		
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
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FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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FOCUS / COURSE	RF.1.	Grade 1 Reading Standards for Foundational Skills [RF]
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STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
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STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.1.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
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STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.1.1.c. Use singular and plural nouns with matching verbs in sentences.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.1.1.e. Use common, proper, and possessive nouns.

EXPECTATION L.1.1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.1.2.b. Use end punctuation for sentences.

FOCUS / COURSE **L.1.** **Grade 1 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 30: Revisiting Unit 4, p. 283-290

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2017

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		
STANDARD / CONCEPT / SKILL	R.PK-12.11.	Range of Writing

STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

FOCUS / COURSE	RL.1.	Grade 1 Reading Standards for Literature [RL]
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.

FOCUS / COURSE	RI.1.	Grade 1 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Print Concepts
STANDARD / CONCEPT / SKILL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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FOCUS / COURSE **RF.1.** **Grade 1 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
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INDICATOR	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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INDICATOR	RF.1.3.f.	Read words with inflectional endings.
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FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
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FOCUS / COURSE **W.1.** **Grade 1 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

INDICATOR	W.1.3.a.	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).
FOCUS / COURSE	W.1.	Grade 1 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.1.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
STANDARD / CONCEPT / SKILL	W.1.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.1.	Grade 1 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in sentences.
EXPECTATION	L.1.1.d.	Use verbs in sentences to convey a sense of past, present, and future.

FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.1.1.e.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
FOCUS / COURSE	L.1.	Grade 1 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.6.	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)