

# Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Michigan Academic Standards

Subject: Language Arts

Grade: 1

## Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

### Michigan Academic Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
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STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
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STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
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STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
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STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / STANDARD CATEGORY	MI.CC.RF .1.	Reading Standards: Foundational Skills
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STANDARD		Print Concepts
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonological Awareness</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.1.5.</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.2.</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>

Presentation of Knowledge and Ideas		
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
Conventions of Standard English		
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
Conventions of Standard English		
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
Vocabulary Acquisition and Use		
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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<b>Michigan Academic Standards</b>		
<b>Language Arts</b>		
<b>Grade 1 - Adopted: 2010</b>		
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
Craft and Structure		
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
Range of Reading and Level of Text Complexity		

GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		<b>Print Concepts</b>
GRADE LEVEL EXPECTATION	RF.1.1.	<b>Demonstrate understanding of the organization and basic features of print.</b>

EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
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STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
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STANDARD		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
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STANDARD		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	<b>Speaking and Listening Standards</b>
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STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	<b>Speaking and Listening Standards</b>
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STANDARD		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION	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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STRAND / STANDARD CATEGORY	MI.CC.SL. 1. <b>Speaking and Listening Standards</b>
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STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / STANDARD CATEGORY	MI.CC.L.1 . <b>Language Standards</b>
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.

STRAND / STANDARD CATEGORY	MI.CC.L.1 . <b>Language Standards</b>
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.

STRAND / STANDARD CATEGORY	MI.CC.L.1 . <b>Language Standards</b>
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .1. <b>Reading Standards for Literature</b>
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Key Ideas and Details		
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
Craft and Structure		
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Integration of Knowledge and Ideas		
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
Range of Reading and Level of Text Complexity		
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
Print Concepts		
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness		
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

EXPECTATION	RF.1.2(d)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
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<b>GRADE LEVEL EXPECTATION</b>	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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EXPECTATION	RF.1.3(f)	Read words with inflectional endings.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXPECTATION</b>	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	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.
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EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	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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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXPECTATION</b>	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	L.1.1(a)	Print all upper- and lowercase letters.
<b>EXPECTATION</b>	L.1.1(b)	Use common, proper, and possessive nouns.

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>EXPECTATION</b>	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.4.	<b>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.</b>
<b>EXPECTATION</b>	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

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

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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**Michigan Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonological Awareness</b>
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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EXPECTATION	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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EXPECTATION	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.2.</b>	<b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b>

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.5.</b>	<b>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b>

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 .1.</b>	<b>Language Standards</b>
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.5.	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
EXPECTATION	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION	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).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>	<b>Key Ideas and Details</b>	

GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**STRAND / STANDARD CATEGORY** MI.CC.L.1 **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.

**STRAND / STANDARD CATEGORY** MI.CC.L.1 **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**STRAND / STANDARD CATEGORY** MI.CC.L.1 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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**Michigan Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2010

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonological Awareness</b>
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
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EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1. Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
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EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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EXPECTATION	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
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EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 05: Pre-Writing, p. 65-71

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Print Concepts</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonological Awareness</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
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EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION RF.1.3(a) Know the spelling-sound correspondences for common consonant digraphs.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1. Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	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.

EXPECTATION SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1. Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.1(a) Print all upper- and lowercase letters.

EXPECTATION L.1.1(b) Use common, proper, and possessive nouns.

EXPECTATION L.1.1(d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

EXPECTATION L.1.1(f) Use frequently occurring adjectives.

EXPECTATION L.1.1(i) Use frequently occurring prepositions (e.g., during, beyond, toward).

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.1.2(a) Capitalize dates and names of people.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION	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).

  

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Michigan Academic Standards

### Language Arts

**Grade 1 - Adopted: 2010**

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>STRAND / STANDARD CATEGORY</b>		
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND / STANDARD CATEGORY</b>		
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
EXPECTATION	RF.1.2.	Phonological Awareness
EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND / STANDARD CATEGORY</b>		
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
EXPECTATION	RF.1.3.	Phonics and Word Recognition
EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3(d)	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
EXPECTATION	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.
<b>STRAND / STANDARD CATEGORY</b>		
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	MI.CC.SL 1.	<b>Speaking and Listening Standards</b>
EXPECTATION	SL.1.1.	Comprehension and Collaboration
EXPECTATION	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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1. Speaking and Listening Standards</b>
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<b>STANDARD</b>	<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1. Speaking and Listening Standards</b>
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<b>STANDARD</b>	<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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<b>STANDARD</b>	<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b) Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	L.1.1(d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
EXPECTATION	L.1.1(f) Use frequently occurring adjectives.
EXPECTATION	L.1.1(i) Use frequently occurring prepositions (e.g., during, beyond, toward).

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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<b>STANDARD</b>	<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b) Use end punctuation for sentences.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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<b>STANDARD</b>	<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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**Week 07: Pre-Writing, p. 81-87**

**Michigan Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Print Concepts</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonological Awareness</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>EXPECTATION</b>	<b>RF.1.2(a)</b>	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
<b>EXPECTATION</b>	<b>SL.1.1(a)</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>EXPECTATION</b>	<b>SL.1.1(b)</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.2.</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.5.</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 .</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>L.1.1(b)</b>	Use common, proper, and possessive nouns.
<b>EXPECTATION</b>	<b>L.1.1(f)</b>	Use frequently occurring adjectives.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 .</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.1.2(b) Use end punctuation for sentences.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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<b>STANDARD</b>	<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1. Reading Standards for Literature</b>
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<b>STANDARD</b>	<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION RL.1.3. Describe characters, settings, and major events in a story, using key details.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1. Reading Standards for Literature</b>
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<b>STANDARD</b>	<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1. Reading Standards for Literature</b>
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<b>STANDARD</b>	<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1. Reading Standards for Literature</b>
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<b>STANDARD</b>	<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Print Concepts</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
<b>EXPECTATION</b>	<b>RF.1.1(a)</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonological Awareness</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>EXPECTATION</b>	<b>RF.1.2(b)</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION</b>	<b>RF.1.3(a)</b>	Know the spelling-sound correspondences for common consonant digraphs.
<b>EXPECTATION</b>	<b>RF.1.3(f)</b>	Read words with inflectional endings.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION</b>	<b>RF.1.4(b)</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
<b>EXPECTATION</b>	<b>SL.1.1(a)</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>EXPECTATION</b>	<b>SL.1.1(b)</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL Speaking and Listening Standards</b>	
	<b>1.</b>	
<b>STANDARD</b>	<b>Comprehension and Collaboration</b>	
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL Speaking and Listening Standards</b>	
	<b>1.</b>	
<b>STANDARD</b>	<b>Presentation of Knowledge and Ideas</b>	
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
	<b>.</b>	
<b>STANDARD</b>	<b>Conventions of Standard English</b>	
<b>GRADE LEVEL EXPECTATION</b>	L.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
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<b>STANDARD</b>	<b>Conventions of Standard English</b>	
<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
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<b>STANDARD</b>	<b>Vocabulary Acquisition and Use</b>	
<b>GRADE LEVEL EXPECTATION</b>	L.1.4.	<b>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.</b>
EXPECTATION	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107		
<b>Michigan Academic Standards</b>		
<b>Language Arts</b>		
<b>Grade 1 - Adopted: 2010</b>		
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD	Key Ideas and Details	
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD	Craft and Structure	
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD	Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD	Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD CATEGORY	MI.CC.RF .1.	Reading Standards: Foundational Skills
STANDARD	Print Concepts	
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonological Awareness</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
EXPECTATION	RF.1.2(d)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.1.5.</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.2.</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.5.</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
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STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 10: Unit 2 Writing from Notes, p. 109-115

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .1. Reading Standards for Literature	
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

STRAND / STANDARD CATEGORY	MI.CC.RL .1. Reading Standards for Literature	
STANDARD		Craft and Structure

GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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STRAND / STANDARD CATEGORY	MI.CC.RL .1.	<b>Reading Standards for Literature</b>
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STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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STRAND / STANDARD CATEGORY	MI.CC.RL .1.	<b>Reading Standards for Literature</b>
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STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		Print Concepts
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	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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EXPECTATION	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.
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STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
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STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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STRAND / STANDARD CATEGORY	MI.CC.SL 1.	<b>Speaking and Listening Standards</b>
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STANDARD		Comprehension and Collaboration
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<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
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EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
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GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
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EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
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EXPECTATION	L.1.1(h)	Use determiners (e.g., articles, demonstratives).
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
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GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.1.2(a)	Capitalize dates and names of people.
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EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 11: Unit 2 Writing from Notes, p. 117-123

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Print Concepts</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonological Awareness</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
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EXPECTATION	RF.1.2(d)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
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<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>Comprehension and Collaboration</b>		
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>Presentation of Knowledge and Ideas</b>		
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
<b>Conventions of Standard English</b>		
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
<b>Conventions of Standard English</b>		
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
<b>Vocabulary Acquisition and Use</b>		
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 12: Unit 2 Writing from Notes, p. 125-132

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Print Concepts</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonological Awareness</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
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EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
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EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION</b>	<b>RF.1.3(a)</b>	Know the spelling-sound correspondences for common consonant digraphs.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION</b>	<b>RF.1.4(b)</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
<b>EXPECTATION</b>	<b>SL.1.1(a)</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>EXPECTATION</b>	<b>SL.1.1(b)</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.2.</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.5.</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.6.</b>	Produce complete sentences when appropriate to task and situation.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>

<b>Conventions of Standard English</b>		
<b>GRADE LEVEL EXPECTATION</b>	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).

**STRAND / STANDARD CATEGORY** MI.CC.L.1 **Language Standards**

<b>Conventions of Standard English</b>		
<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(a)	Capitalize dates and names of people.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
<b>STRAND / STANDARD CATEGORY</b>	MI.CC.L.1	<b>Language Standards</b>
<b>Vocabulary Acquisition and Use</b>		
<b>GRADE LEVEL EXPECTATION</b>	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

**Michigan Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

<b>Key Ideas and Details</b>		
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

<b>Craft and Structure</b>		
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Print Concepts</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
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EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL .1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION      L.1.2(b)      Use end punctuation for sentences.

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.4.	<b>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.</b>

EXPECTATION      L.1.4(b)      Use frequently occurring affixes as a clue to the meaning of a word.

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.6.	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</b>

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

**Michigan Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.RL .1.    Reading Standards for Literature**

Key Ideas and Details		
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	<b>Reading Standards for Literature</b>
Craft and Structure		
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	<b>Reading Standards for Literature</b>
Integration of Knowledge and Ideas		
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	<b>Reading Standards for Literature</b>
Range of Reading and Level of Text Complexity		
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
Print Concepts		
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
Phonological Awareness		
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
STRAND / STANDARD CATEGORY	MI.CC.W.1.	<b>Writing Standards</b>
Production and Distribution of Writing		

GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 1. Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 1. Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / STANDARD CATEGORY	MI.CC.SL. 1. Speaking and Listening Standards
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STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
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STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
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STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
EXPECTATION	L.1.4(b)	Use frequently occurring affixes as a clue to the meaning of a word.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION		

GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		Print Concepts
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
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STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	<b>Speaking and Listening Standards</b>
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STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. Speaking and Listening Standards</b> 1.	
<b>STANDARD</b>	<b>Comprehension and Collaboration</b>	
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. Speaking and Listening Standards</b> 1.	
<b>STANDARD</b>	<b>Presentation of Knowledge and Ideas</b>	
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b> 1.	
<b>STANDARD</b>	<b>Conventions of Standard English</b>	
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b> 1.	
<b>STANDARD</b>	<b>Conventions of Standard English</b>	
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b> 1.	
<b>STANDARD</b>	<b>Vocabulary Acquisition and Use</b>	
GRADE LEVEL EXPECTATION	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.
EXPECTATION	L.1.4(b)	Use frequently occurring affixes as a clue to the meaning of a word.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b> 1.	
<b>STANDARD</b>	<b>Vocabulary Acquisition and Use</b>	

<b>GRADE LEVEL EXPECTATION</b>	L.1.5.	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
EXPECTATION	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION	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).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>

<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

**Michigan Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>

GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		<b>Print Concepts</b>
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		<b>Phonological Awareness</b>
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		<b>Phonics and Word Recognition</b>
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
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STANDARD		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	<b>Speaking and Listening Standards</b>
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STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. Speaking and Listening Standards</b> 1.	
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. Speaking and Listening Standards</b> 1.	
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b> .	
<b>STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b> .	
<b>STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.1.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b> .	
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

## Michigan Academic Standards

### Language Arts

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STANDARD	Key Ideas and Details	
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD	Craft and Structure	
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD	Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD	Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD CATEGORY	MI.CC.RF .1.	Reading Standards: Foundational Skills
STANDARD	Print Concepts	
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / STANDARD CATEGORY	MI.CC.RF .1.	Reading Standards: Foundational Skills
STANDARD	Phonological Awareness	
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	RF.1.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
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<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	SL.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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**STRAND /  
STANDARD  
CATEGORY**

**MI.CC.L.1 Language Standards**

<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.

**STRAND /  
STANDARD  
CATEGORY**

**MI.CC.L.1 Language Standards**

<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.

**STRAND /  
STANDARD  
CATEGORY**

**MI.CC.L.1 Language Standards**

<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	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.

**STRAND /  
STANDARD  
CATEGORY**

**MI.CC.L.1 Language Standards**

<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

**Michigan Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

**STRAND /  
STANDARD  
CATEGORY**

**MI.CC.RL Reading Standards for Literature  
.1.**

STANDARD	Key Ideas and Details	
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GRADE LEVEL EXPECTATION RL.1.3. Describe characters, settings, and major events in a story, using key details.

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

STANDARD	Craft and Structure	
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GRADE LEVEL EXPECTATION RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

STANDARD	Integration of Knowledge and Ideas	
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GRADE LEVEL EXPECTATION RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

STANDARD	Range of Reading and Level of Text Complexity	
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GRADE LEVEL EXPECTATION RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

**STRAND / STANDARD CATEGORY** MI.CC.RI. 1. **Reading Standards for Informational Text**

STANDARD	Key Ideas and Details	
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GRADE LEVEL EXPECTATION RI.1.1. Ask and answer questions about key details in a text.

GRADE LEVEL EXPECTATION RI.1.2. Identify the main topic and retell key details of a text.

**STRAND / STANDARD CATEGORY** MI.CC.RI. 1. **Reading Standards for Informational Text**

STANDARD	Craft and Structure	
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GRADE LEVEL EXPECTATION RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**STRAND / STANDARD CATEGORY** MI.CC.RI. 1. **Reading Standards for Informational Text**

STANDARD	Integration of Knowledge and Ideas	
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GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GRADE LEVEL EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Print Concepts</b>
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Fluency</b>
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 1.	
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 1.	
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 1.	
STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards .	
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards .	
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
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STANDARD	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / STANDARD CATEGORY	MI.CC.RI. 1.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION	RI.1.1.	Ask and answer such questions as who, what, where, when, how, and why, to demonstrate understanding of key details in a text.

STANDARD	Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.1.2.	With prompting and support, identify the main idea of a text and explain how it is supported by key details; ask and answer such questions as who, what, where, when, how, and why.

GRADE LEVEL EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
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GRADE LEVEL EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
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STRAND / STANDARD CATEGORY	MI.CC.RI. 1.	<b>Reading Standards for Informational Text</b>
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STANDARD	Craft and Structure	
GRADE LEVEL EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

STRAND / STANDARD CATEGORY	MI.CC.RI. 1.	<b>Reading Standards for Informational Text</b>
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STANDARD	Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GRADE LEVEL EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.

STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD	Print Concepts	
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD	Phonological Awareness	
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
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STANDARD	Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / STANDARD CATEGORY	MI.CC.W. 1. Writing Standards			
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
STANDARD	Research to Build and Present Knowledge			
GRADE LEVEL EXPECTATION	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.		
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		
STRAND / STANDARD CATEGORY	MI.CC.SL. 1. Speaking and Listening Standards			
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
STRAND / STANDARD CATEGORY	MI.CC.SL. 1. Speaking and Listening Standards			
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.		
STRAND / STANDARD CATEGORY	MI.CC.L.1	Language Standards		
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.		
EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.		

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 20: Unit 4 Summarizing a Reference, p. 195-201

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>STRAND / STANDARD CATEGORY</b>		
<b>MI.CC.RI. 1.</b>		
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
<b>STRAND / STANDARD CATEGORY</b>		
<b>MI.CC.RI. 1.</b>		
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>STRAND / STANDARD CATEGORY</b>		
<b>MI.CC.RI. 1.</b>		
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GRADE LEVEL EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
<b>STRAND / STANDARD CATEGORY</b>		
<b>MI.CC.RF .1.</b>		
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND / STANDARD CATEGORY</b>		
<b>MI.CC.RF .1.</b>		
<b>STANDARD</b>		
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>GRADE LEVEL EXPECTATION</b>	RF.1.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3(f)	Read words with inflectional endings.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	RF.1.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 1.	
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 1.	
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 1.	
STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards .	
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards .	
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	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.	
EXPECTATION	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213		
<b>Michigan Academic Standards</b>		
Language Arts		
Grade 1 - Adopted: 2010		
STRAND / STANDARD CATEGORY	MI.CC.RL Reading Standards for Literature .1.	
STANDARD	Key Ideas and Details	
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD CATEGORY	MI.CC.RL Reading Standards for Literature .1.	
STANDARD	Craft and Structure	
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD CATEGORY	MI.CC.RL Reading Standards for Literature .1.	
STANDARD	Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD CATEGORY	MI.CC.RL Reading Standards for Literature .1.	
STANDARD	Range of Reading and Level of Text Complexity	

GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		<b>Print Concepts</b>
GRADE LEVEL EXPECTATION	RF.1.1.	<b>Demonstrate understanding of the organization and basic features of print.</b>

EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
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STANDARD		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	<b>Speaking and Listening Standards</b>
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STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	<b>Speaking and Listening Standards</b>
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STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	<b>Speaking and Listening Standards</b>
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STANDARD		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		Conventions of Standard English
<b>GRADE LEVEL EXPECTATION</b>	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION      L.1.1(b)      Use common, proper, and possessive nouns.

EXPECTATION      L.1.1(f)      Use frequently occurring adjectives.

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		Conventions of Standard English
<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION      L.1.2(b)      Use end punctuation for sentences.

EXPECTATION      L.1.2(d)      Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.L.1    Language Standards**

<b>STANDARD</b>		Vocabulary Acquisition and Use
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GRADE LEVEL  
EXPECTATION      L.1.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 22: Unit 5 Writing from Pictures, p. 215-221

**Michigan Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.RL    Reading Standards for Literature**

.1.

<b>STANDARD</b>		Key Ideas and Details
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GRADE LEVEL  
EXPECTATION      RL.1.3.      Describe characters, settings, and major events in a story, using key details.

**STRAND /  
STANDARD  
CATEGORY**      **MI.CC.RL    Reading Standards for Literature**

.1.

<b>STANDARD</b>		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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STRAND / STANDARD CATEGORY	MI.CC.RL .1.	<b>Reading Standards for Literature</b>
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STANDARD		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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STRAND / STANDARD CATEGORY	MI.CC.RL .1.	<b>Reading Standards for Literature</b>
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STANDARD		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		<b>Print Concepts</b>
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GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		<b>Fluency</b>
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GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
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STANDARD		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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STRAND / STANDARD CATEGORY	MI.CC.SL .1.	<b>Speaking and Listening Standards</b>
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STANDARD		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION	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.
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EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1. Speaking and Listening Standards</b>	
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1. Speaking and Listening Standards</b>	
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Michigan Academic Standards****Language Arts****Grade 1 - Adopted: 2010**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Print Concepts</b>
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GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonics and Word Recognition</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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EXPECTATION RF.1.3(f) Read words with inflectional endings.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
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<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
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EXPECTATION SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GRADE LEVEL EXPECTATION SL.1.6. Produce complete sentences when appropriate to task and situation.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION L.1.1(b) Use common, proper, and possessive nouns.

EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).

**STRAND / STANDARD CATEGORY** MI.CC.L.1 **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
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**STRAND / STANDARD CATEGORY** MI.CC.L.1 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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**STRAND / STANDARD CATEGORY** MI.CC.L.1 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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STRAND / STANDARD CATEGORY	MI.CC.RL .1.	<b>Reading Standards for Literature</b>
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STANDARD		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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STRAND / STANDARD CATEGORY	MI.CC.RL .1.	<b>Reading Standards for Literature</b>
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STANDARD		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		<b>Print Concepts</b>
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GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		<b>Phonological Awareness</b>
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GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
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EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
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STANDARD		<b>Phonics and Word Recognition</b>
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GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
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STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION 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.

EXPECTATION SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	Speaking and Listening Standards
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STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GRADE LEVEL EXPECTATION SL.1.6. Produce complete sentences when appropriate to task and situation.

STRAND / STANDARD CATEGORY	MI.CC.L.1	Language Standards
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.1.1(b) Use common, proper, and possessive nouns.

EXPECTATION L.1.1(f) Use frequently occurring adjectives.

STRAND / STANDARD CATEGORY	MI.CC.L.1	Language Standards
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STANDARD		Conventions of Standard English
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<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.1.2(a)	Capitalize dates and names of people.
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EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
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<b>STRAND / STANDARD CATEGORY</b>	MI.CC.L.1 <b>Language Standards</b>
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<b>STANDARD</b>	<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 25: Introductin to Unit 7 Inventive Writing, p. 239-247

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	MI.CC.RL .1. <b>Reading Standards for Literature</b>
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<b>STANDARD</b>	<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>STRAND / STANDARD CATEGORY</b>	MI.CC.RL .1. <b>Reading Standards for Literature</b>
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<b>STANDARD</b>	<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>STRAND / STANDARD CATEGORY</b>	MI.CC.RL .1. <b>Reading Standards for Literature</b>
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<b>STANDARD</b>	<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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<b>STRAND / STANDARD CATEGORY</b>	MI.CC.RL .1. <b>Reading Standards for Literature</b>
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<b>STANDARD</b>	<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		Print Concepts
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		Phonological Awareness
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		Fluency
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		Text Types and Purposes
<b>GRADE LEVEL EXPECTATION</b>	<b>W.1.2.</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		Production and Distribution of Writing
<b>GRADE LEVEL EXPECTATION</b>	<b>W.1.5.</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		Research to Build and Present Knowledge
<b>GRADE LEVEL EXPECTATION</b>	<b>W.1.8.</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 1.	
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 1.	
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 1.	
STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards .	
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards .	
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards

STANDARD	Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 26: Unit 7 Inventive Writing, p. 249-255

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .1. Reading Standards for Literature
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STANDARD	Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.1.3. Describe characters, settings, and major events in a story, using key details.
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STRAND / STANDARD CATEGORY	MI.CC.RL .1. Reading Standards for Literature
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STANDARD	Craft and Structure
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GRADE LEVEL EXPECTATION	RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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STRAND / STANDARD CATEGORY	MI.CC.RL .1. Reading Standards for Literature
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STANDARD	Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
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STRAND / STANDARD CATEGORY	MI.CC.RL .1. Reading Standards for Literature
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STANDARD	Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade
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STRAND / STANDARD CATEGORY	MI.CC.RF .1. Reading Standards: Foundational Skills
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STANDARD	Print Concepts
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Phonological Awareness</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W.1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W.1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W.1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL.1.</b>	<b>Speaking and Listening Standards</b>

<b>Comprehension and Collaboration</b>		
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1. Speaking and Listening Standards</b>	
<b>Presentation of Knowledge and Ideas</b>		
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
<b>Conventions of Standard English</b>		
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
<b>Conventions of Standard English</b>		
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>	
<b>Vocabulary Acquisition and Use</b>		
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 27: Unit 7 Inventive Writing, p. 257-263

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Print Concepts</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD</b>		<b>Phonological Awareness</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
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EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
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<b>Text Types and Purposes</b>		
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>Production and Distribution of Writing</b>		
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>Research to Build and Present Knowledge</b>		
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>Comprehension and Collaboration</b>		
GRADE LEVEL EXPECTATION	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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>Comprehension and Collaboration</b>		
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>Presentation of Knowledge and Ideas</b>		
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.1(b) Use common, proper, and possessive nouns.

EXPECTATION L.1.1(f) Use frequently occurring adjectives.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	

STANDARD Conventions of Standard English

GRADE LEVEL EXPECTATION L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.1.2(b) Use end punctuation for sentences.

STRAND / STANDARD CATEGORY	MI.CC.L.1 Language Standards	

STANDARD Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
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STANDARD Craft and Structure

GRADE LEVEL EXPECTATION RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
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STANDARD Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RI. 1.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RI. 1.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Print Concepts</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>

STANDARD	Research to Build and Present Knowledge	
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GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	Speaking and Listening Standards
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STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	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.

EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	Speaking and Listening Standards
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STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	Speaking and Listening Standards
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STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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STRAND / STANDARD CATEGORY	MI.CC.L.1	Language Standards
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STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
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STRAND / STANDARD CATEGORY	MI.CC.L.1	Language Standards
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STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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STANDARD	Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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**Week 29: Revisiting Unit 3, p. 275-282**

**Michigan Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1. Reading Standards for Literature</b>
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STANDARD	Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1. Reading Standards for Literature</b>
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STANDARD	Craft and Structure
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GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1. Reading Standards for Literature</b>
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STANDARD	Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RL .1. Reading Standards for Literature</b>
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STANDARD	Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.RF .1. Reading Standards: Foundational Skills</b>
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STANDARD	Print Concepts
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.W. 1.</b>	<b>Writing Standards</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.SL. 1.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1</b>	<b>Language Standards</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.

EXPECTATION L.1.1(f) Use frequently occurring adjectives.

**STRAND / STANDARD CATEGORY** MI.CC.L.1 **Language Standards**  
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.1.2(b) Use end punctuation for sentences.

**STRAND / STANDARD CATEGORY** MI.CC.L.1 **Language Standards**  
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Michigan Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

**STRAND / STANDARD CATEGORY** MI.CC.RL .1. **Reading Standards for Literature**

Range of Reading and Level of Text Complexity		
STANDARD	GRADE LEVEL EXPECTATION	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
STANDARD		<b>Print Concepts</b>
GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
STANDARD		<b>Phonological Awareness</b>
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
STRAND / STANDARD CATEGORY	MI.CC.RF .1.	<b>Reading Standards: Foundational Skills</b>
STANDARD		<b>Phonics and Word Recognition</b>
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(f)	Read words with inflectional endings.
STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
STANDARD		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
STANDARD		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD CATEGORY	MI.CC.W. 1.	<b>Writing Standards</b>
STANDARD		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	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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STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	<b>Speaking and Listening Standards</b>
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STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	<b>Speaking and Listening Standards</b>
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STANDARD		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / STANDARD CATEGORY	MI.CC.SL. 1.	<b>Speaking and Listening Standards</b>
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STANDARD		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / STANDARD CATEGORY	MI.CC.L.1	<b>Language Standards</b>
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STANDARD		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
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EXPECTATION	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
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EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
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STRAND / STANDARD CATEGORY	MI.CC.L.1	<b>Language Standards</b>
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STANDARD		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION L.1.2(b) Use end punctuation for sentences.

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.1.4.	<b>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.</b>

EXPECTATION L.1.4(c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.CC.L.1 Language Standards</b>
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<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).