

Main Criteria: Classroom Supplement Units Grade 1
Secondary Criteria: Massachusetts Curriculum Frameworks
Subject: Language Arts
Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel

		sounds.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.W.1.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
FOCUS / COURSE	MA.CC.W.1.	Writing Standards Pre-K-5
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.W.1.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.a.	Print all upper- and lowercase letters.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.

INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.c.	Use commas in dates and to separate single words in a series.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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).

Unit 1

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.W 1.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
FOCUS / COURSE	MA.CC.W 1.	Writing Standards Pre-K-5
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.W 1.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STANDARD / CONCEPT / SKILL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD /	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics

CONCEPT / SKILL		and texts with peers and adults in small and larger groups.
INDICATOR	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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD / CONCEPT / SKILL	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	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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Unit 2

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / CONCEPT / SKILL	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RI.1.2.	Identify the main topic and retell key details of a text.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD / CONCEPT / SKILL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD / CONCEPT / SKILL	RI.1.8.	Identify the reasons an author gives to support points in a text.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.W 1.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
FOCUS / COURSE	MA.CC.W 1.	Writing Standards Pre-K-5
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.W 1.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home

		that are cozy).
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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).

Unit 3

**Massachusetts Curriculum Frameworks
Language Arts
Grade 1 - Adopted: 2011**

FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.

FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.W. 1.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
FOCUS / COURSE	MA.CC.W. 1.	Writing Standards Pre-K-5
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.W. 1.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	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).

INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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).

Unit 4

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RI.1.2.	Identify the main topic and retell key details of a text.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD / CONCEPT / SKILL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD / CONCEPT / SKILL	RI.1.8.	Identify the reasons an author gives to support points in a text.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.W.1.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	MA.W.1.3.A.	Write poems with rhyme and repetition.
FOCUS / COURSE	MA.CC.W.1.	Writing Standards Pre-K-5
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.W.1.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STANDARD / CONCEPT / SKILL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
FOCUS / COURSE	MA.CC.S.L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
FOCUS / COURSE	MA.CC.S.L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
FOCUS / COURSE	MA.CC.S.L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	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).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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).

Unit 5

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.W 1.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STANDARD / CONCEPT / SKILL	MA.W.1.3. A.	Write poems with rhyme and repetition.
FOCUS / COURSE	MA.CC.W 1.	Writing Standards Pre-K-5
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.

SKILL		
FOCUS / COURSE	MA.CC.W.1.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	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).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
FOCUS / COURSE	MA.CC.L.1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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).

Unit 7

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonological Awareness
STANDARD / CONCEPT / SKILL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
FOCUS / COURSE	MA.CC.W. 1.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
FOCUS / COURSE	MA.CC.W. 1.	Writing Standards Pre-K-5
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	MA.CC.W. 1.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1.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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
FOCUS /	MA.CC.L.	Language Standards Pre-K-5

COURSE	1.	
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).