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

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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

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COURSE 1. STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL INDICATOR L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters.	STANDARD / CONCEPT / SKILL	SL.1.6.	
STANDARD / CONCEPT / SKILL INDICATOR L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E.1.1.a. Print all upper- and lowercase letters.	FOCUS / COURSE		Language Standards Pre-K-5
CONCEPT / SKILL when writing or speaking. INDICATOR L.1.1.a. Print all upper- and lowercase letters.	STRAND		Conventions of Standard English
	STANDARD / CONCEPT / SKILL	L.1.1.	
INDICATOR L.1.1.b. Use common, proper, and possessive nouns.	INDICATOR	L.1.1.a.	
	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.	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.	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.	ldentify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
FOCUS / COURSE	MA.CC.L.	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).

Massachusetts Curriculum Frameworks

Language Arts

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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.	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.	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.	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 1and 3 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L.	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.	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.	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.	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.
	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
INDICATOR		
FOCUS / COURSE	MA.CC.L.	Language Standards Pre-K-5

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

Massachusetts Curriculum Frameworks Language Arts

STRAND SAME			Grade 1 - Adopted: 2011
STANDARD CONCEPT SKILL Ask and answer questions about key details in a text. CONCEPT SKILL Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. SKILL Retell stories and major events in a story, using key details. CONCEPT SKILL Reading Standards for Literature Pre-K-5 CONCEPT SKILL Identify words and phrases in stories or poems that suggest feelings or appeal to the sonce STANDARD CONCEPT SKILL Identify words and phrases in stories or poems that suggest feelings or appeal to the sonce STANDARD CONCEPT SKILL Standards for Literature Pre-K-5 CONCEPT SKILL Standards STANDARD STANDARD CONCEPT SKILL Standards STANDARD STANDARD CONCEPT SKILL Standards STANDARD STANDARD CONCEPT SKILL STANDARD STANDARD STANDARD CONCEPT SKILL STANDARD STAN		MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE STANDARD / CONCEPT / SKILL FOCUS / COURSE L1. Reading Standards for Literature Pre-K-5 CONCEPT / SKILL READING MA.CC.R Reading Standards for Literature Pre-K-5 RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL RL.1.5. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL RL.1.7. Use illustration of Knowledge and Ideas STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL MA.CC.R Reading Standards for Literature Pre-K-5 COURSE L.1. Reading Standards for Literature Pre-K-5 COURSE L.2. Reading Standards for Literature Pre-K-5 COURSE L3. Reading Standards for Literature Pre-K-5 COURSE L3. Reading Standards for Literature Pre-K-5 COURSE L3. Reading Standards for Informational Text Pre-K-5 CONCEPT / SKILL STANDARD / CONCEPT / SKILL	STRAND		Key Ideas and Details
MA.CC.R CONCEPT SKILL Reading Standards for Literature Pre-K-5 STRAND CONCEPT SKILL Reading Standards for Literature Pre-K-5 STRAND Concept SKILL STANDARD CONCEPT	CONCEPT /	RL.1.1.	Ask and answer questions about key details in a text.
CONCEPT SKILL STANDARD Concept Standards for Literature Pre-K-5 Concept	CONCEPT / SKILL		message or lesson.
STRAND STRAND STRAND STRAND STRAND STRAND STRANDARD / CONCEPT / SKILL STRAND STRAND STRAND STRAND STRAND STRAND STRAND Integration of Knowledge and Ideas STRAND ST	CONCEPT /	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STANDARD CONCEPT SKILL Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STANDARD / CONCEPT / SYLLL STANDARD / CONCEPT / STANDARD / CONCEPT / SYLLL STANDARD / CONCEPT / SYLL SYLL SYLL SYLL SYLL SYLL SYLL SY	STRAND		Craft and Structure
Information, drawing on a wide reading of a range of text types.	CONCEPT /	RL.1.4.	
Integration of Knowledge and Ideas	CONCEPT /	RL.1.5.	
STANDARD CONCEPT SKILL STANDARD Con			Reading Standards for Literature Pre-K-5
CONCEPT / SKILL FOCUS / COURSE L.1. Reading Standards for Literature Pre-K-5 COURSE L.1. Range of Reading and Level of Text Complexity STANDARD / CONCEPT / SKILL FOCUS / COURSE L.1. Key Ideas and Details STANDARD / CONCEPT / SKILL RI.1.1. Ask and answer questions about key details in a text. COURSE L.1. Identify the main topic and retell key details of a text. COURSE L.1. STANDARD / CONCEPT / SKILL FOCUS / COURSE L.1. STANDARD / CONCEPT / SKILL FOCUS / COURSE L.1. STANDARD / CONCEPT / SKILL FOCUS / COURSE L.1. STRAND Craft and Structure STANDARD / CONCEPT / SKILL STANDARD / CONCEP	STRAND		Integration of Knowledge and Ideas
STRAND Range of Reading and Level of Text Complexity RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. FOCUS / SKILL FOCUS / COURSE STRAND Key Ideas and Details STANDARD / CONCEPT / SKILL FOCUS / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / SKILL F	CONCEPT /	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL FOCUS / CONCEPT / SKILL STAND			Reading Standards for Literature Pre-K-5
CONCEPT / SKILL FOCUS / COURSE STAND RI.1.1.	STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL FOCUS / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STAND	CONCEPT /	RL.1.10.	
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND Craft and Structure STANDARD / CONCEPT / SKILL STANDARD / CO			Reading Standards for Informational Text Pre-K-5
CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND Craft and Structure STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKI	STRAND		Key Ideas and Details
CONCEPT / SKILL FOCUS / COURSE STRAND Craft and Structure STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL 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 Reading Standards for Informational Text Pre-K-5	CONCEPT /	RI.1.1.	Ask and answer questions about key details in a text.
STRAND Craft and Structure STANDARD / CONCEPT / SKILL 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 Reading Standards for Informational Text Pre-K-5	CONCEPT /	RI.1.2.	Identify the main topic and retell key details of a text.
STANDARD / CONCEPT / SKILL 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 Reading Standards for Informational Text Pre-K-5			Reading Standards for Informational Text Pre-K-5
CONCEPT / SKILL 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 Reading Standards for Informational Text Pre-K-5	STRAND		Craft and Structure
CONCEPT / SKILL information provided by the words in a text. FOCUS / MA.CC.RI COURSE .1.	CONCEPT /	RI.1.4.	
COURSE .1.	CONCEPT /	RI.1.6.	
STRAND Integration of Knowledge and Ideas			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	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.
EQ QUIQ '		
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
COURSE STRAND	F.1.	Fluency
COURSE	F.1.	
STRAND STANDARD / CONCEPT /	F.1. RF.1.4.	Fluency
STRAND STANDARD / CONCEPT / SKILL	F.1. RF.1.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
STRAND STANDARD / CONCEPT / SKILL INDICATOR	RF.1.4.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on
STRAND STANDARD / CONCEPT / SKILL INDICATOR	RF.1.4. RF.1.4.a. RF.1.4.b.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding,
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR	RF.1.4. RF.1.4.a. RF.1.4.b. RF.1.4.c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE	RF.1.4. RF.1.4.a. RF.1.4.b. RF.1.4.c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Pre-K-5
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	RF.1.4.a. RF.1.4.b. RF.1.4.c. MA.CC.W. 1.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Pre-K-5 Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	F.1. RF.1.4.a. RF.1.4.b. RF.1.4.c. MA.CC.W. 1. W.1.2.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Pre-K-5 Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	F.1. RF.1.4.a. RF.1.4.b. RF.1.4.c. MA.CC.W. 1. W.1.2. W.1.3. MA.CC.W. MA.C.W. MA.C.W.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Pre-K-5 Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 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.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	F.1. RF.1.4.a. RF.1.4.b. RF.1.4.c. MA.CC.W. 1. W.1.2. W.1.3. MA.CC.W. MA.C.W. MA.C.W.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Pre-K-5 Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 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. Writing Standards Pre-K-5
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND	F.1. RF.1.4.a. RF.1.4.b. RF.1.4.c. MA.CC.W. 1. W.1.2. W.1.3.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Pre-K-5 Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 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. Writing Standards Pre-K-5 Production and Distribution of Writing With guidance and support from adults, focus on a topic, respond to questions and
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND	F.1. RF.1.4. RF.1.4.a. RF.1.4.b. RF.1.4.c. MA.CC.W. 1. W.1.2. W.1.3. MA.CC.W. 1.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Pre-K-5 Text Types and Purposes Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 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. Writing Standards Pre-K-5 Production and Distribution of Writing 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.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 1and 3 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L.	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.	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.	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.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT /	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

		that are cozy).
0011005	MA.CC.L.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL		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).

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 1and 3 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L.	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.	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.	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.	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.	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).

Massachusetts Curriculum Frameworks Language Arts

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 COUNSE SKILL STRAND STANDARD CONCEPT SKILL STANDARD COUNSE L.1. Range of Reading and Level of Text Complexity STANDARD COUNSE STANDARD COUNSE L.1. STANDARD CONCEPT SKILL STANDARD CONCE			
STRAND Range of Reading and Level of Text Complexity STRANDARD / CONCEPT / SKILL MA.C.C.R. Reading Standards for Informational Text Pre-K-5 COURSE 1. STRAND Reading Standards for Informational Text Pre-K-5 COURSE 1. STANDARD / CONCEPT / SKILL STRAND Craft and Structure Craft and Structure STANDARD / CONCEPT / SKILL STRAND STANDARD / CONCEPT / SKILL NDICATOR RE-1.2. Institute of the standards in a text complexity complex for grade 1. STANDARD / CONCEPT / SKILL NDICATOR RE-1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). STANDARD / CONCEPT / SKILL NDICATOR RE-1.2. Institute of the standards in a spoken words and word analysis skills in decoding words. STANDARD / CONCEPT / SKILL NDICATOR RE-1.2. Institute of the standards in condactional Skills Pre-K-5 COUNSE / A.C.C.R Reading Standards: Foundational	CONCEPT /	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / CONCEPT / SKILL MA.CC.RI Reading Standards for Informational Text Pre-K-5 CONCEPT / SKILL MA.CC.RI Reading Standards for Informational Text Pre-K-5 STRAND			Reading Standards for Literature Pre-K-5
CONCEPT STANDARD CONCEPT SKILL STANDARD STA	STRAND		Range of Reading and Level of Text Complexity
STRAND STRANDARD Key ideas and Details STRANDARD RI.1.1.	CONCEPT /	RL.1.10.	
STANDARD CONCEPT SILL			Reading Standards for Informational Text Pre-K-5
CONCEPT / SKILL STANDARD / COURSE .1. MA.C.C.R. Reading Standards for Informational Text Pre-K-5 .1. STRAND Craft and Structure STANDARD / CONCEPT / SKILL STANDARD Craft and Structure STANDARD Concept / Skill Concept / Skill Concept / Skill STANDARD Concept / Skill Concept / Ski	STRAND		Key Ideas and Details
CONCEPT / STRAND RI.1.6. Distinguish between information and Text Pre-K-5 TONARD / COURSE 1.1.7. RI.1.7. WA.C.C.RI Reading Standards for Informational Text Pre-K-5 TONARD / CONCEPT / SKILL RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. STANDARD / CONCEPT / SKILL FOCUS / MA.C.C.RI Reading Standards for Informational Text Pre-K-5 COURSE 1.1. STRAND	CONCEPT /	RI.1.1.	Ask and answer questions about key details in a text.
STANDARD Craft and Structure STANDARD R.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. STANDARD CONCEPT SKILL STANDARD R.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. STANDARD CONCEPT SKILL STANDARD Integration of Knowledge and Ideas STANDARD Use the illustrations and details in a text to describe its key ideas. CONCEPT SKILL STANDARD CONCEPT SKILL RI.1.8. Identify the reasons an author gives to support points in a text. Identify the reasons an author gives to support points in a text. CONCEPT SKILL STANDARD Reading Standards for informational Text Pre-K-5 COURSE 1. STANDARD Reading Standards for informational Text Pre-K-5 COURSE 1. STANDARD Range of Reading and Level of Text Complexity STANDARD Grade 1. STANDARD Concept SKILL FOCUS MA.CC.R Reading Standards: Foundational Skills Pre-K-5 COURSE F.1. FOCUS F.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CONCEPT SKILL Standard Ref.1.2.c. Distinguish long from short vowel sounds in spoken single-syllable words. INDICATOR R.1.2.c. Distinguish long from short vowel sounds in spoken single-syllable words. INDICATOR R.1.2.c. Reading Standards: Foundational Skills Pre-K-5 FOCUS MA.CC.R Reading Standards: Foundational Skills Pre-K-5 FOCUS F.1. Stondard Red Reading Standards: Foundational Skills Pre-K-5 STANDARD Phonics and Word Recognition STANDARD CONCEPT Skill Standards: Foundational Skills Pre-K-5 STANDARD Phonics and word Recognition STANDARD Phonics and Word Recognition STANDARD R.1.3.c. Know the spelling-sound correspondences for common consonant digraphs. INDICATOR R.5.3.a. Know the spelling-sound correspondences for common consonant digraphs. INDICATOR R.5.3.c. Know final -e and common vowel team conventions for representing long vowel sounds.	CONCEPT /	RI.1.2.	Identify the main topic and retell key details of a text.
STANDARD CONCEPT SKILL SKI			Reading Standards for Informational Text Pre-K-5
CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STRAND Integration of Knowledge and Ideas STRAND Integration of Knowledge and Ideas STRAND STANDARD / CONCEPT / SKILL S	STRAND		
Information provided by the words in a text.	CONCEPT /	RI.1.4.	
STRAND Integration of Knowledge and Ideas	CONCEPT /	RI.1.6.	
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE			Reading Standards for Informational Text Pre-K-5
CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / CONCEPT / SKILL INDICATOR RE.1.2. Distinguish long from short vowel sounds in spoken single-syllable words. INDICATOR RE.1.2. Distinguish long from short vowel sounds in spoken single-syllable words. FOCUS / CONCEPT / SKILL STRAND Phonological Awareness FOCUS / CONCEPT / SKILL INDICATOR RE.1.2. Distinguish long from short vowel sounds in spoken single-syllable words. FOCUS / CONCEPT / SKILL STRAND Phonics and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. FOCUS / CONCEPT / SKILL INDICATOR RE.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know and apply grade-level phonics and word analysis skills in decoding words. INDICATOR RE.1.3. Know the spelling-sound correspondences for common consonant digraphs. INDICATOR RE.1.3. Noecode regularly spelled one-syllable words. INDICATOR RE.1.3. Know final -e and common vowel team conventions for representing long vowel sounds. FOCUS / MA.CC.R Reading Standards: Foundational Skills Pre-K-5	STRAND		Integration of Knowledge and Ideas
CONCEPT / SKILL MA.CC.RI Reading Standards for Informational Text Pre-K-5 COURSE 1. STRAND Range of Reading and Level of Text Complexity STANDARD / CONCEPT / SKILL FOCUS / COURSE F.1. MA.CC.R Reading Standards: Foundational Skills Pre-K-5 STRAND Phonological Awareness STANDARD / CONCEPT / SKILL INDICATOR RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words. FOCUS / STANDARD /	CONCEPT /	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STANDARD / CONCEPT / SKILL FOCUS / COURSE STANDARD / CONCEPT / SKILL FOCUS / COURSE STAND / CONCEPT / SKILL FOCUS / COURSE STAND / CONCEPT / SKILL INDICATOR RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words. FOCUS / STAND / STAND / STANDARD / CONCEPT / SKILL INDICATOR RF.1.2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. FOCUS / COURSE F.1. STRAND Phonics and Word Recognition STANDARD / CONCEPT / SKILL INDICATOR RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. INDICATOR RF.1.3. Know the spelling-sound correspondences for common consonant digraphs. INDICATOR RF.1.3.b. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Know HA.CC.R Reading Standards: Foundational Skills Pre-K-5 Know final -e and common vowel team conventions for representing long vowel sounds.	CONCEPT /	RI.1.8.	Identify the reasons an author gives to support points in a text.
STANDARD / CONCEPT / SKILL MAA.CC.R 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). STANDARD / CONCEPT / SKILL 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 F.1. Reading Standards: Foundational Skills Pre-K-5 STRAND Phonics and Word Recognition STANDARD / CONCEPT / SKILL INDICATOR 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 / MA.CC.R Reading Standards: Foundational Skills Pre-K-5 WA.CC.R Reading Standards: Foundational Skills Pre-K-5 WA.CC.R Reading Standards: Foundational Skills Pre-K-5 WA.CC.R Reading Standards: Foundational Skills Pre-K-5			Reading Standards for Informational Text Pre-K-5
CONCEPT / SKILL FOCUS / COURSE STAND TRAND TRAN	STRAND		Range of Reading and Level of Text Complexity
COURSE F.1. STRAND Phonological Awareness STANDARD RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). STANDARD RF.1.2. 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 MA.CC.R Reading Standards: Foundational Skills Pre-K-5 COURSE F.1. Phonics and Word Recognition STANDARD Phonics and Word Recognition STANDARD 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 MA.CC.R Reading Standards: Foundational Skills Pre-K-5	CONCEPT /	RI.1.10.	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
STANDARD / CONCEPT / SKILL INDICATOR RF.1.2. 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 F.1. STRAND Phonics and Word Recognition STANDARD / CONCEPT / SKILL INDICATOR RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. INDICATOR RF.1.3. 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 / MA.CC.R Reading Standards: Foundational Skills Pre-K-5			Reading Standards: Foundational Skills Pre-K-5
CONCEPT / SKILL 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 F.1. Reading Standards: Foundational Skills Pre-K-5 STRAND Phonics and Word Recognition STANDARD / CONCEPT / SKILL INDICATOR RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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 / MA.CC.R Reading Standards: Foundational Skills Pre-K-5			
INDICATOR RF.1.2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. FOCUS / COURSE STRAND Phonics and Word Recognition STANDARD / CONCEPT / SKILL 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 / MA.CC.R Reading Standards: Foundational Skills Pre-K-5	CONCEPT /	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Single-syllable words.	INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
COURSE F.1. STRAND Phonics and Word Recognition STANDARD RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. CONCEPT SKILL 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 MA.CC.R Reading Standards: Foundational Skills Pre-K-5	INDICATOR	RF.1.2.c.	
STANDARD / CONCEPT / SKILL 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 / MA.CC.R Reading Standards: Foundational Skills Pre-K-5			Reading Standards: Foundational Skills Pre-K-5
CONCEPT / SKILL 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 / MA.CC.R Reading Standards: Foundational Skills Pre-K-5	STRAND		
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 / MA.CC.R Reading Standards: Foundational Skills Pre-K-5	CONCEPT /	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR RF.1.3.c. Know final -e and common vowel team conventions for representing long vowel sounds. FOCUS / MA.CC.R Reading Standards: Foundational Skills Pre-K-5	INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
FOCUS / MA.CC.R Reading Standards: Foundational Skills Pre-K-5	INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
	INDICATOR	RF.1.3.c.	
			Reading Standards: Foundational Skills Pre-K-5

STRANDARD CONCEPT SKILL Read grade-level text with purpose and understanding. RF.1.4.a. Read grade-level text with purpose and understanding. RF.1.4.b. Read grade-level text with purpose and understanding. RF.1.4.b. Read grade-level text orall with accuracy, appropriate rate, and expression on successive readings. RF.1.4.c. Use context to confirm or self-correct word recognition and understanding, receasing as necessary. RF.1.4.c. Use context to confirm or self-correct word recognition and understanding, receasing as necessary. RF.1.4.c. RF.1.4	STRAND		Fluency
INDICATOR RF.1.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	CONCEPT /	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
NOICATOR RF.1.4.C. Vectoriest to confirm or self-correct word recognition and understanding, recading as necessary.	INDICATOR	RF.1.4.a.	
Pereading as necessary. Procust COURSE 1. Text Types and Purposes 1. Text Types and Purposes 1. Witting Standards Pre-K-5 A. Writing Standards Pre-K-5 Writing Standards Pre-K-5 A. A. Participate in collaboration A. Pa	INDICATOR	RF.1.4.b.	
STRAND STRAND STRANDARD / CONCEPT / SKILL STRAND Production and Distribution of Writing STRANDARD / CONCEPT / SKILL STRAND Production and Distribution of Writing STRANDARD / CONCEPT / SKILL STRAND Witing Standards Pre-K-5 COURSE MA.CC.W. Writing Standards Pre-K-5 STRAND Production and Distribution of Writing STRANDARD / CONCEPT / SKILL STRAND Research to Build and Present Knowledge STANDARD / CONCEPT / SKILL STRANDARD / CONCEPT / SKILL STRAND STRANDARD / CONCEPT / SKILL STRANDARD / CONCEPT / SKILL STRAND STRANDARD / CONCEPT / SKILL STRANDARD / CONCEPT / SKILL STRAND STRANDARD / CONCEPT / SKILL	INDICATOR	RF.1.4.c.	
Wite informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			Writing Standards Pre-K-5
STANDARD / CONCEPT / SKILL FOCUS / CONCEPT / SKILL MA.W.1.3. Write poems with rhyme and repetition. A.W.W.1.3. Write poems with rhyme and repetition. A.W.W.1.3. Writing Standards Pre-K-5 LONGER J. MA.CC.W. Writing Standards Pre-K-5 LONGER J. 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 J. MA.CC.W. Writing Standards Pre-K-5 LONGER J. M. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. STANDARD J. COMPRES L.1. FOCUS J. MA.CC.S. Speaking and Listening Standards Pre-K-5 L.1. Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups. STANDARD J. COMPRES L.1.1. INDICATOR SL.1.1.a. Participate in collaborative conversations with diverse partners 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. NDICATOR SL.1.1. Ask questions to clear up any confusion about the topics and texts under discussion information or clarify something that is not understood. STANDARD J. CONCEPT J. SKILL PROCUS J. MA.CC.S. Speaking and Listening Standards Pre-K-5 L.1. Speaking or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. STANDARD J. CONCEPT J. SKILL MA.CC.L. Lan	STRAND		Text Types and Purposes
A.	CONCEPT /	W.1.2.	
STRAND STANDARD STAN	CONCEPT /		Write poems with rhyme and repetition.
STANDARD CONCEPT 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.			Writing Standards Pre-K-5
SUBJECTION SUBJECTION SUBJECTION SUBJECTION STANDARD /	STRAND		Production and Distribution of Writing
Research to Build and Present Knowledge	CONCEPT /	W.1.5.	
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SALALA. STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKI			Writing Standards Pre-K-5
CONCEPT SKILL Co'' books on a given topic and use them to write a sequence of instructions). SKILL STANDARD CONCEPT SKILL With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SKILL FOCUS COURSE L.1. Speaking and Listening Standards Pre-K-5 Comprehension and Collaboration STANDARD CONCEPT SKILL Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SKILL 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 L.1. Comprehension and Collaboration STANDARD CONCEPT 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. SPEAKING SPEAKING CONCEPT SCANDARD CONCEPT 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.)	STRAND		Research to Build and Present Knowledge
Information from provided sources to answer a question. SKILL	CONCEPT /	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).
STRAND STANDARD / Comprehension and Collaboration STANDARD / 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. SKILL 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 L.1. Speaking and Listening Standards Pre-K-5 L.1. Comprehension and Collaboration STANDARD / SKILL Speaking and Listening Standards Pre-K-5 COURSE L.1. Speaking and Listening Standards Pre-K-5 COURSE L.1. Presentation of Knowledge and Ideas STANDARD / CONCEPT / SKILL 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.)	CONCEPT /	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STANDARD / CONCEPT / SKILL ST			Speaking and Listening Standards Pre-K-5
And texts with peers and adults in small and larger groups. SKILL 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 L.1. Speaking and Listening Standards Pre-K-5 COURSE STANDARD / CONCEPT / SKILL FOCUS / COURSE L.1. Speaking and Listening Standards Pre-K-5 COURSE L.1. Speaking and Listening Standards Pre-K-5 COURSE Speaking and Listening Standards Pre-K-5 COURSE L.1. Speaking and Listening Standards Pre-K-5 COURSE STANDARD / CONCEPT / SKILL STANDARD	STRAND		Comprehension and Collaboration
Speaking one at a time about the topics and texts under discussion).	CONCEPT /	SL.1.1.	
INDICATOR SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion. FOCUS / COURSE L.1. Speaking and Listening Standards Pre-K-5 COURSE STAND Comprehension and Collaboration STANDARD / SKILL FOCUS / SPEAKING AND	INDICATOR	SL.1.1.a.	
MA.CC.S COURSE L.1. Speaking and Listening Standards Pre-K-5	INDICATOR	SL.1.1.b.	
COURSE L.1. STRAND Comprehension and Collaboration STANDARD / CONCEPT / SKILL FOCUS / COURSE STANDARD / Presentation of Knowledge and Ideas STANDARD / CONCEPT / SKILL STRAND Presentation of Knowledge and Ideas STANDARD / CONCEPT / SKILL STANDAR	INDICATOR	SL.1.1.c.	
STANDARD / CONCEPT / SKILL MA.CC.S L.1. STRAND Presentation of Knowledge and Ideas STANDARD / CONCEPT / SKILL			Speaking and Listening Standards Pre-K-5
CONCEPT / SKILL Information or clarify something that is not understood.	STRAND		Comprehension and Collaboration
COURSE L.1. Presentation of Knowledge and Ideas STANDARD / CONCEPT / SKILL MA.CC.L. Language Standards Pre-K-5 COURSE MA.CC.L. Language Standards Pre-K-5	CONCEPT /	SL.1.3.	
STANDARD / CONCEPT / SKILL STANDARD / SKILL 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. Language Standards Pre-K-5			Speaking and Listening Standards Pre-K-5
CONCEPT / SKILL ideas, thoughts, and feelings. STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE MA.CC.L. Language Standards Pre-K-5	STRAND		Presentation of Knowledge and Ideas
CONCEPT / SKILL Language standards 1 and 3 on page 28 for specific expectations.) FOCUS / MA.CC.L. Language Standards Pre-K-5 COURSE 1.	CONCEPT /	SL.1.5.	
COURSE 1.	CONCEPT /	SL.1.6.	
STRAND Conventions of Standard English			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.	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.	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.	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.	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).

${\bf Massachusetts} \ {\bf Curriculum} \ {\bf Frameworks}$

Language Arts

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.	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	A.	Write poems with rhyme and repetition.
FOCUS / COURSE	MA.CC.W.	Writing Standards Pre-K-5
STRAND		Production and Distribution of Writing
STANDARD /	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and
CONCEPT /	II	suggestions from peers, and add details to strengthen writing as needed.

FOCUS / COURSE	MA.CC.W.	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 ''hov 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 topi 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 1and 3 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L.	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 ho 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.	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.	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.	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		Identify real-life connections between words and their use (e.g., note places at home that are cozy).
FOCUS / COURSE	MA.CC.L.	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).

Massachusetts Curriculum Frameworks

Language Arts

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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.	ldentify 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.	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.	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 /	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.
SKILL		
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
FOCUS /		Speaking and Listening Standards Pre-K-5 Presentation of Knowledge and Ideas
FOCUS / COURSE		

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.	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.	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).

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