

Main Criteria: Classroom Supplement Units Grade 1

Secondary Criteria: Maine Learning Results

Subject: Language Arts

Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Maine Learning Results

Language Arts

Grade 1 - Adopted: 2010

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

EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	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 / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English

STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(c)	Use commas in dates and to separate single words in a series.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 1

Maine Learning Results
Language Arts
Grade 1 - Adopted: 2010

STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE		Craft and Structure

INDICATOR		
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD	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.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonological Awareness
STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.W 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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.
STRAND / DOMAIN	ME.CC.W 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN	ME.CC.W 1.	Writing Standards

CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	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	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	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.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use

STANDARD	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	ME.CC.L.1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 2

Maine Learning Results

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD	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.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / DOMAIN	ME.CC.RI .1.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	RI.1.1.	Ask and answer questions about key details in a text.
STANDARD	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	ME.CC.RI .1.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and

		phrases in a text.
STANDARD	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	ME.CC.RI.1.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	ME.CC.RI.1.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
STRAND / DOMAIN	ME.CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonological Awareness
STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / DOMAIN	ME.CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN	ME.CC.RF.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.W.1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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	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.
STRAND / DOMAIN	ME.CC.W.1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing

STANDARD	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN	ME.CC.W.1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	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 / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN	ME.CC.L.1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN	ME.CC.L.1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN	ME.CC.L.1.	Language Standards

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	ME.CC.L.1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 3

Maine Learning Results

Language Arts

Grade 1 - Adopted: 2010

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

DOMAIN	F.1.	
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	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 / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
STRAND /	ME.CC.S	Speaking and Listening Standards

DOMAIN	L.1.	
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(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).
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 4

Maine Learning Results

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central

		message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD	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.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / DOMAIN	ME.CC.RI .1.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	RI.1.1.	Ask and answer questions about key details in a text.
STANDARD	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	ME.CC.RI .1.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	ME.CC.RI .1.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	ME.CC.RI .1.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonological Awareness
STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	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	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY /		Presentation of Knowledge and Ideas

PERFORMANCE INDICATOR		
STANDARD	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 5

Maine Learning Results

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND /	ME.CC.R	Reading Standards for Literature

DOMAIN	L.1.	
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD	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.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	ME.CC.R L.1.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonological Awareness
STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards

CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN	ME.CC.W.1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	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 / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN	ME.CC.L.1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(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).
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN	ME.CC.L.1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 7

Maine Learning Results

Language Arts

Grade 1 - Adopted: 2010

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

		consonant blends.
EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / DOMAIN	ME.CC.R F.1.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / DOMAIN	ME.CC.W. 1.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	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 / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		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.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
STRAND / DOMAIN	ME.CC.S L.1.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / DOMAIN	ME.CC.L. 1.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.