Main Criteria: Classroom Supplement Units Grade 1 Secondary Criteria: Michigan Curriculum Standards

**Subject:** Language Arts **Grade:** 1

## **Classroom Supplement Units Grade 1**

Pre-writing

# Michigan Curriculum Standards Language Arts

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

TANDARD		Fluency
GRADE LEVEL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION		
EXPECTATION		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 / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Production and Distribution of Writing
SRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Research to Build and Present Knowledge
RADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
STRAND / STANDARD CATEGORY	MI.CC.SL .1.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.

		We hop).
EXPECTATION	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / STANDARD CATEGORY	MI.CC.L. 1.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(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 / STANDARD CATEGORY	MI.CC.L. 1.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.1.4(c)	ldentify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

### Michigan Curriculum Standards Language Arts

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD CATEGORY	MI.CC.RL	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD CATEGORY	MI.CC.RL	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
STRAND / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	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		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 / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	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 eventorder, and provide some sense of closure.
STRAND / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions an suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of ''how to'' books on a given topic and use them to write a sequence of instructions).
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gat information from provided sources to answer a question.
STRAND / STANDARD CATEGORY	MI.CC.SL	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION		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.

		discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL .1.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
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 / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization,
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use conventional spelling for words with common spelling patterns and for
GRADE LEVEL EXPECTATION EXPECTATION	L.1.2(d)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  Spell untaught words phonetically, drawing on phonemic awareness and spelling
GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD	L.1.2(d) L.1.2(e) MI.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD CATEGORY	L.1.2(d) L.1.2(e) MI.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  Language Standards
GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD CATEGORY  STANDARD GRADE LEVEL	L.1.2(d) L.1.2(e) MI.CC.L. 1.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  Language Standards  Vocabulary Acquisition and Use  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
GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD CATEGORY  STANDARD  GRADE LEVEL EXPECTATION	L.1.2(d) L.1.2(e)  MI.CC.L. 1.  L.1.4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  Language Standards  Vocabulary Acquisition and Use  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.
GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD CATEGORY  STANDARD  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD	L.1.2(d)  L.1.2(e)  MI.CC.L. 1.  L.1.4.  L.1.4(a)  MI.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  Language Standards  Vocabulary Acquisition and Use  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.  Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD CATEGORY  STANDARD  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD CATEGORY	L.1.2(d)  L.1.2(e)  MI.CC.L. 1.  L.1.4.  L.1.4(a)  MI.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  Language Standards  Vocabulary Acquisition and Use  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.  Use sentence-level context as a clue to the meaning of a word or phrase.  Language Standards

### Michigan Curriculum Standards Language Arts

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

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

EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION		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 / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION		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 / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W. 1.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD CATEGORY	MI.CC.W. 1.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
STRAND / STANDARD CATEGORY	MI.CC.SL .1.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL .1.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional

EXPECTATION		information or clarify something that is not understood.
STRAND / STANDARD CATEGORY	MI.CC.SL	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
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 / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

# Michigan Curriculum Standards Language Arts

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STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	II I	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD CATEGORY	MI.CC.RL	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD CATEGORY	MI.CC.RL	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION		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 / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	. ,	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	` _	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 / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION		Read on-level text with purpose and understanding.
EXPECTATION		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 / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and

EXPECTATION		suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
STRAND / STANDARD CATEGORY	MI.CC.SL .1.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL .1.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(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 / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND /	MI.CC.L.	Language Standards
STANDARD CATEGORY	1	
	1	Vocabulary Acquisition and Use
CATEGORY	L.1.4.	Vocabulary Acquisition and Use  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.
CATEGORY STANDARD GRADE LEVEL		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

	MI.CC.L. 1.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION		Identify real-life connections between words and their use (e.g., note places at home that are cozy).

### Michigan Curriculum Standards Language Arts

STRAND / STANDARD CATEGORY STANDARD  CRADE LEVEL EXPECTATION CRADE LEVEL EXPECTATION  Reading Standards for Literature  R.L.1.1 Ask and answer questions about key details in a text.  Receil stories, including key details, and demonstrate understanding of their central message or lesson.  CRADE LEVEL EXPECTATION  STRAND / STANDARD  CRADE LEVEL EXPECTATION  STRAND / STANDARD  CRADE LEVEL EXPECTATION  READING STRAND / STANDARD  CRADE LEVEL EXPECTATION  READING STRAND / STANDARD  CRADE LEVEL EXPECTATION  STRAND / STANDARD  STRAND / STANDARD  CRADE LEVEL EXPECTATION  STRAND / STANDARD  CRADE LEVEL EXPECTATION  STRAND / STANDARD  CRADE LEVEL EXPECTATION  MI.CC.RL  Reading Standards for Literature  1.1 Use illustrations and details in a story to describe its characters, setting, or events.  STRAND / STANDARD  CRADE LEVEL EXPECTATION  Reading Standards for Literature  1.1 Use illustrations and details in a story to describe its characters, setting, or events.  STRAND / STANDARD  CRADE LEVEL EXPECTATION  Reading Standards for Literature  1.1 With prompting and support, read prose and poetry of appropriate complexity for grade  STRAND / STANDARD  CRADE LEVEL EXPECTATION  STRAND / STANDARD  CRADE LEVEL EXPECTATION  READING Standards for Informational Text  1. Ask and answer questions about key details in a text.  EXPECTATION  STRAND / STANDARD  CRADE LEVEL EXPECTATION  RI.1.1 Ask and answer questions about key details of a text.  EXPECTATION  STRAND / STANDARD  CRADE LEVEL EXPECTATION  RI.1.2 Identify the main topic and retell key details of a text.  EXPECTATION  RIA. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  CRADE LEVEL EXPECTATION  RIA. Ask and answer questions to help determine or clarify the meaning of words and information provided by the words in a text.  CRADE LEVEL EXPECTATION  STRAND / STANDARD  CRADE LEVEL EXPECTATION  STRAND / STANDARD  CRADE LEVEL EXPECTATION  STRAND / STANDARD			Grade 1 - Adopted: 2010
GRADE LEVEL EXPECTATION  RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.  GRADE LEVEL EXPECTATION  RL.1.3. Describe characters, settings, and major events in a story, using key details.  STRAND I STANDARD  ARE Reading Standards for Literature  1. Craft and Structure  GRADE LEVEL EXPECTATION  MI.CC.RL STANDARD  GRADE LEVEL EXPECTATION  MI.C.RL  STANDARD  GRADE LEVEL EXPECTATION  READ I STANDARD  GRADE LEVEL EXPECTATION  STANDARD  GRADE LEVEL EXPECTATION  Range of Reading and Level of Text Complexity  GRADE LEVEL EXPECTATION  MI.C.RL  TANDARD  GRADE LEVEL EXPECTATION  MI.C.RL  Reading Standards for Literature  1. With prompting and support, read prose and poetry of appropriate complexity for grade  STANDARD  GRADE LEVEL EXPECTATION  MI.C.RL  TANDARD  GRADE LEVEL EXPECTATION  Reading Standards for Informational Text  1. Craft and Structure  GRADE LEVEL EXPECTATION  READ CATEGORY  STANDARD  GRADE LEVEL EXPECTATION  MI.C.RL  TANDARD  GRADE LEVEL EXPECTATION  Reading Standards for Informational Text  1. Craft and Structure  GRADE LEVEL EXPECTATION  MI.C.RL  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  DATEORY  STANDARD  GRADE LEVEL EXPECTATION  RI.1.4.  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  DATEORY  TANDARD  GRADE LEVEL EXPECTATION  RI.1.5.  Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  1. CATEGORY  MI.C.RL  AREADIS  MI.C.RL  AREADIS  MI.C.RL  AREADIS  MI.C.RL  AREADIS  MI.C.RL  ARE	STANDARD		Reading Standards for Literature
EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  BL.1.3. Retell stories, including key details, and demonstrate understanding of their central message or lesson.  GRADE LEVEL EXPECTATION  STAND ARD  GRADE LEVEL EXPECTATION  RL.1.4. Reading Standards for Literature  1. Craft and Structure  CRADE LEVEL EXPECTATION  STANDARD  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.  STRAND ARD  GRADE LEVEL EXPECTATION  STRAND I  STRAND	STANDARD		Key Ideas and Details
Message or lesson.   Describe characters, settings, and major events in a story, using key details.		RL.1.1.	Ask and answer questions about key details in a text.
STRAND / STANDARD CATEGORY  MI.CC.RL Reading Standards for Literature  1. Craft and Structure  GRADE LEVEL EXPECTATION  STRAND / STANDARD CATEGORY  MI.CC.RL STANDARD GRADE LEVEL EXPECTATION  STANDARD GRADE LEVEL EXPECTATION  RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.  STRAND / STANDARD CATEGORY  MI.CC.RL STRAND / STANDARD GRADE LEVEL EXPECTATION  STRAND / STANDARD GRADE LEVEL EXPECTATION  MI.CC.RL STANDARD GRADE LEVEL EXPECTATION  STANDARD GRADE LEVEL EXPECTATION  STAND / STANDARD GRADE LEVEL EXPECTATION  STRAND / STANDARD GRADE LEVEL EXPECTATION  MI.CC.RL STANDARD GRADE LEVEL EXPECTATION  MI.C.RL  MI.C.RL  MI.C.RL  MI.C.RL  GRADE LEVEL EXPECTATION  MI.C.RL  MI.C.RL  MI.C.RL  MI.C.RL  MI.C.RL  GRADE LEVEL EXPECTATION  MI.C.RL  MI.C.RL  MI.C.RL  MI.C.RL  MI.C.RL  GRADE LEVEL EXPECTATION  MI.C.RL  MI.C.RL  MI.C.RL  MI.C.RL  MI.C.RL  MI.C.RL  GRADE LEVEL EXPECTATION  MI.C.RL  MI.C.C.RL  MI.C.C		RL.1.2.	
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GRADE LEVEL   EXPECTATION   MI.CC.RL   Reading Standards for Literature   STANDARD   CATEGORY   STANDARD   S	STANDARD		Reading Standards for Literature
STRAND   Integration of Knowledge and Ideas	STANDARD		Craft and Structure
STANDARD STANDARD STANDARD STANDARD STANDARD STRAND / STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD STRAND / STANDARD STA		RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GRADE LEVEL EXPECTATION   RL.1.7.   Use illustrations and details in a story to describe its characters, setting, or events.	STANDARD		Reading Standards for Literature
EXPECTATION  STRAND / STANDARD  STANDARD  GRADE LEVEL EXPECTATION  MI.CC.RI. Reading Standards for Literature  RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade  STRAND / STANDARD  CATEGORY  STANDARD  CATEGORY  STANDARD  GRADE LEVEL EXPECTATION  RI.1.1. Ask and answer questions about key details in a text.  EXPECTATION  STRAND / STANDARD  STRAND / STANDARD  CATEGORY  STRAND / STANDARD  GRADE LEVEL EXPECTATION  STRAND / STANDARD  CATEGORY  STANDARD  GRADE LEVEL EXPECTATION  STRAND / STANDARD  CATEGORY  GRADE LEVEL EXPECTATION  STANDARD  GRADE LEVEL EXPECTATION  STANDARD  GRADE LEVEL EXPECTATION  RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  GRADE LEVEL EXPECTATION  RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  STRAND / STANDARD  CATEGORY  MI.CC.RI. Reading Standards for Informational Text  STRAND / STANDARD  CATEGORY  MI.CC.RI. Reading Standards for Information provided by pictures or other illustrations and information provided by the words in a text.	STANDARD		Integration of Knowledge and Ideas
STANDARD CATEGORY STANDARD Range of Reading and Level of Text Complexity  GRADE LEVEL EXPECTATION  MILCC.RI. STANDARD CATEGORY  STANDARD  MI.CC.RI. GRADE LEVEL EXPECTATION  Reading Standards for Informational Text  Key Ideas and Details  Key Ideas and Details  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STRAND / STANDARD  MI.CC.RI. 1.  Category  STAND / STANDARD  Craft and Structure  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STRAND / STANDARD  Craft and Structure  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  RI.1.4.  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  GRADE LEVEL EXPECTATION  RI.1.6.  Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  STRAND / STRAND		RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GRADE LEVEL EXPECTATION  RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade  STRAND I STANDARD CATEGORY  STANDARD  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STRAND I STANDARD  MI.CC.RI. Ask and answer questions about key details in a text.  EXPECTATION  GRADE LEVEL EXPECTATION  STRAND I STANDARD CATEGORY  STANDARD  GRADE LEVEL EXPECTATION  MI.CC.RI. STANDARD CATEGORY  GRADE LEVEL EXPECTATION  Reading Standards for Informational Text  Craft and Structure  GRADE LEVEL EXPECTATION  RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  GRADE LEVEL EXPECTATION  RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  STRAND I STRAND I STRAND I STRAND I STRAND ARD CATEGORY  MI.CC.RI. Reading Standards for Informational Text  1. Reading Standards for Informational Text  STRAND ARD CATEGORY	STANDARD		Reading Standards for Literature
STRAND   STRAND   STRAND   STRAND   STRAND ARD   CATEGORY   STANDARD   CATEGORY   STANDARD   CATEGORY   STANDARD   CATEGORY   STANDARD   STRAND ARD   STRAND AR	STANDARD		Range of Reading and Level of Text Complexity
STANDARD CATEGORY  STANDARD  Key Ideas and Details  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STRAND I STANDARD CATEGORY  STAND ARD GRADE LEVEL EXPECTATION  STRAND I STANDARD CATEGORY  STAND ARD CATEGORY  STAND ARD CARDE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  STRAND I STANDARD MI.CC.RI. Reading Standards for Informational Text  STRAND I STANDARD CATEGORY  MI.CC.RI. Reading Standards for Informational Text		RL.1.10.	
GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STRAND / STANDARD CATEGORY  GRADE LEVEL EXPECTATION  BRI.1.2. Identify the main topic and retell key details of a text.  CATEGORY  STANDARD CATEGORY  GRADE LEVEL EXPECTATION  RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  GRADE LEVEL EXPECTATION  GRADE LEVEL RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  STRAND / STANDARD CATEGORY  MI.CC.RI. Reading Standards for Informational Text  STRAND / STANDARD CATEGORY	STANDARD		Reading Standards for Informational Text
GRADE LEVEL EXPECTATION  STRAND / STAND ARD CATEGORY  GRADE LEVEL EXPECTATION  MI.CC.RI. 1. Reading Standards for Informational Text  1. Craft and Structure  GRADE LEVEL EXPECTATION  RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  STRAND / STRAND / STRAND / STRAND ARD CATEGORY  MI.CC.RI. 1. Reading Standards for Informational Text	STANDARD		Key Ideas and Details
STRAND / STANDARD CATEGORY  STANDARD GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  RI.1.6.  Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  STRAND / STAND ARD CATEGORY  MI.CC.RI. 1.  Reading Standards for Informational Text  CATEGORY		RI.1.1.	Ask and answer questions about key details in a text.
STANDARD CATEGORY  STANDARD Craft and Structure  GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION  RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  STRAND / STANDARD CATEGORY  MI.CC.RI. 1.  Reading Standards for Informational Text		RI.1.2.	Identify the main topic and retell key details of a text.
GRADE LEVEL EXPECTATION RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  GRADE LEVEL EXPECTATION RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  STRAND / STANDARD CATEGORY Reading Standards for Informational Text	STANDARD		Reading Standards for Informational Text
EXPECTATION phrases in a text.  GRADE LEVEL EXPECTATION RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  STRAND / STANDARD CATEGORY Reading Standards for Informational Text  1.	STANDARD		Craft and Structure
EXPECTATION information provided by the words in a text.  STRAND / STANDARD 1.  CATEGORY Reading Standards for Informational Text		RI.1.4.	
STANDARD 1. CATEGORY		RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STANDARD Integration of Knowledge and Ideas	STANDARD		Reading Standards for Informational Text
	STANDARD		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GRADE LEVEL EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 1.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
STRAND / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(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 / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION		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 / STANDARD CATEGORY	MI.CC.W. 1.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD	MI.CC.SL	Speaking and Listening Standards

Comprehension and Collaboration	CATEGORY		
EXPECTATION  SL.1.1(a)  SL.1.1(b)  SL.1.1(c)  EXPECTATION  SL.1.1(c)  SL.1.1(c)  SL.1.1(d)  SL.1.1(d)  SL.1.1(d)  SL.1.1(e)  SL.1.1(	STANDARD		Comprehension and Collaboration
EXPECTATION  SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking on at at a time about the topics and texts under discussion).  EXPECTATION  SL.1.(c) Ask questions to clear up any confusion about the topics and texts under discussion.  STRAND (c. S. Speaking and Listening Standards).  STRAND (c. S. Speaking and Listening Standard English (c. Standard English).  EXPECTATION (c. L. Language Standards).  STRAND (c. S. Standard English).  EXPECTATION (c. L. L. L. (c. Standard English).  Conventions of Standard English and future (c. G., Yesterdayl walked when witing or speaking.  When witing or speaking.  EXPECTATION (c. L. L. (c. Speaking and plural nouns with matching verbs in basic sentences (e.g., He hops; when witing or speaking.).  When witing or speaking.  STRAND (c. Standard English).  STRAND (c. Standard English).  STRAND (c. Standard English).  Conventions of Standard English (c. Standard English capitalization, punctuation, and spelling when writing.  EXPECTATION (c. L. L. (c. S		SL.1.1.	
Ithrough multiple exchanges.	EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care,
STRAND / STANDARD CATEGORY STANDARD STANDARD STANDARD GRADE LEVEL SPECTATION Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  STRAND / STANDARD  Presentation of Knowledge and Ideas GRADE LEVEL SYPECTATION STANDARD  Presentation of Knowledge and Ideas GRADE LEVEL SYPECTATION STANDARD  GRADE LEVEL SYPECTATION  MICC.L STANDARD  Conventions of Standard Beelings.  STRAND / STRAND / STRANDARD  Conventions of Standard English  STANDARD  L.1.1(c)  Use writing or speaking.  EXPECTATION  L.1.1(d)  Use versus to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomay I walk home; Tomay I walk home; Tomay I walk home;  EXPECTATION  L.1.1(f)  Use frequently occurring adjectives.  EXPECTATION  L.1.1(f)  STANDARD  Conventions of Standard English  MICC.L  STANDARD  MICC.L  STANDARD  Conventions of Standard English or present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  FXPECTATION  L.1.1(f)  Use frequently occurring adjectives.  EXPECTATION  L.1.2(f)  Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  STANDARD  Conventions of Standard English  Conventions of Standard English Conventions of Standard English capitalization, purchaston, and applicing	EXPECTATION	SL.1.1(b)	
STANDARD CATEGORY STANDARD CRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY STANDARD CRADE LEVEL EXPECTATION LI. Speaking and Listening Standards LI. STANDARD Presentation of Knowledge and Ideas GRADE LEVEL EXPECTATION SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings STRANDARD CRADE LEVEL STRANDARD STANDARD Conventions of Standard English Conventions of Standard English Conventions of Standard English Conventions of Standard English STANDARD Conventions of Standard English Cartegory LI.1.(c) Lue seingular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  EXPECTATION LI.1.(f) Li. Use siregular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  EXPECTATION LI.1.(f) Lies were so convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  EXPECTATION LI.1.(f) Lies frequently occurring adjectives.  EXPECTATION LI.1.(f) STANDARD Conventions of Standard English Li. Language Standards Language Standards Language Standards Language Standards Li. Li.2.(d) Lies conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION LI.2.(d) Lies conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION LI.2.(e) Lies conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION Li.2.(e) Lies conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION Li.2.(e) Lies english and spelling words phonetically, drawing on phonemic awar	EXPECTATION	SL.1.1(c)	
GRADE LEVEL EXPECTATION STANDARD  CATEGORY  STANDARD  GRADE LEVEL EXPECTATION  STANDARD  GRADE LEVEL SL.1.5.  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL SL.1.6.  Freduce complete sentences when appropriate to task and situation.  STANDARD  GRADE LEVEL LIL.1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EXPECTATION  EXPECTATION  L.1.1(c)  Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrowi will walk home).  EXPECTATION  L.1.1(f)  EXPECTATION  L.1.1(f)  EXPECTATION  L.1.1(f)  EXPECTATION  L.1.1(f)  EXPECTATION  L.1.1(f)  EXPECTATION  L.1.1(f)  Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrowi will walk home).  EXPECTATION  L.1.1(f)  EXPECTATION  L.1.1(f)  EXPECTATION  L.1.1(f)  EXPECTATION  L.1.1(f)  EXPECTATION  L.1.2(g)  Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrowi will walk home).  EXPECTATION  L.1.1(g)  Frequency object simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  STRAND / STANDARD  CATEGORY  STANDARD  CONVENTIONS of Standards  L.2(d)  Use end punctuation, and spelling when writing.  EXPECTATION  L.1.2(d)  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(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 of standard English capitalization, punctuation, and spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION  L.1.4(a)  Use cond punc	STANDARD		Speaking and Listening Standards
EXPECTATION   Information or clarify something that is not understood.	STANDARD		Comprehension and Collaboration
STANDARD STANDARD STANDARD STANDARD STANDARD SLEVEL SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL EXPECTATION STRAND   STR		SL.1.3.	
GRADE LEVEL EXPECTATION SL.1.6. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  GRADE LEVEL EXPECTATION STRAND INC.C.L. Language Standards 1. Conventions of Standard English CATEGORY STANDARD CATEGORY STANDARD CONVENTION STRAND INC.C.L. Language Standards 1. Demonstrate command of the conventions of standard English grammar and usage expectation Expectation Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  EXPECTATION L.1.1(c) Use sengular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  EXPECTATION L.1.1(f) Use frequently occurring adjectives.  EXPECTATION L.1.1(j) 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 INC.C.L. Language Standards 1. Language Standards 1. Language Standards 1. 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(d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION L.1.2(d) Use conventional spelling for words with common spelling patterns and spelling conventions.  STRAND INC.C.L. Language Standards 1. Language Sta	STANDARD		Speaking and Listening Standards
Ideas, thoughts, and feelings.   CRADE LEVEL   SL.1.6.   Produce complete sentences when appropriate to task and situation.	STANDARD		Presentation of Knowledge and Ideas
STRAND / STANDARD CATEGORY  MI.CC.L. Language Standards 1.  Conventions of Standard English GRADE LEVEL EXPECTATION L.1.1(e) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  EXPECTATION L.1.1(f) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Tomorrow I will walk home).  EXPECTATION L.1.1(f) EXPECTATION L.1.1(f) EXPECTATION L.1.1(f) Froduce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  STRAND / STANDARD GRADE LEVEL EXPECTATION L.1.2(b) EXPECTATION L.1.2(b) Use end punctuation for sentences.  EXPECTATION L.1.2(d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION L.1.2(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  STRAND / STANDARD GRADE LEVEL EXPECTATION L.1.2(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  STRAND / STANDARD GRADE LEVEL EXPECTATION L.1.2(e) 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(a) Use sentence-level context as a clue to the meaning of a word or phrase.  STRAND / S		SL.1.5.	
STANDARD CRADE LEVEL EXPECTATION L.1.1(c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  EXPECTATION L.1.1(f) Use 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 / STANDARD GRADE LEVEL EXPECTATION L.1.2(b) Use end punctuation for sentences.  EXPECTATION L.1.2(d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION L.1.2(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  STRAND / STANDARD STRAND / STANDARD CRADE LEVEL EXPECTATION L.1.2(e) 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 strandard Engory  STRAND / STANDARD CRADE LEVEL EXPECTATION L.1.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.  EXPECTATION L.1.4(a) Use sentence-level context as a clue to the meaning of word or phrase.  EXPECTATION L.1.4(a) Vocabulary Acquisition and Use  EXPECTATION CATEGORY STANDARD AMILOC.L. Language Standards L.1.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.  EXPECTATION STRAND / STANDARD AMILOC.L. Language Standards L.1.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.  EXPECTATION Use Content as a clue to the meaning of word or phrase.  EXPECTATION Use Spell untaught 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 Use Spell untaught words and support from adults, demonstrate understanding of word		SL.1.6.	Produce complete sentences when appropriate to task and situation.
CRADE LEVEL   EXPECTATION   L.1.1(c)   Use sentences of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	STANDARD		Language Standards
EXPECTATION   Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  EXPECTATION   L.1.1(e)   Use verbs to convey a sense of past, present, and future (e.g., Yesterday! walked home; Today! walk home; Today!	STANDARD		Conventions of Standard English
We hop).		L.1.1.	
home; Today I walk home).	EXPECTATION	L.1.1(c)	
EXPECTATION  L.1.1(j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  MI.CC.L. 1. Language Standards  STANDARD CONVENTIONS of Standard English  GRADE LEVEL EXPECTATION L.1.2(b) Use end punctuation, and spelling when writing.  EXPECTATION L.1.2(d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION L.1.2(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  STRAND / STANDARD CATEGORY  STANDARD Vocabulary Acquisition and Use  GRADE LEVEL 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 / STANDARD CATEGORY  STANDARD Wocabulary Acquisition and Use  GRADE LEVEL L.1.5. With guidance and support from adults, demonstrate understanding of word	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).
Imperative, and exclamatory sentences in response to prompts.    STRAND	EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
STANDARD CATEGORY STANDARD CRADE LEVEL EXPECTATION EXPECTATION L.1.2(b) L.1.2(c) EXPECTATION L.1.2(e) EXPECTATION L.1.2(e) STANDARD  STANDARD  MI.CC.L. EXPECTATION CATEGORY STANDARD  CRADE LEVEL EXPECTATION L.1.4(a)  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION L.1.2(d) Use end punctuation for sentences. EXPECTATION L.1.2(e) EXPECTATION L.1.2(e) Spell untaught words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION L.1.2(e) STANDARD MI.CC.L. STANDARD Vocabulary Acquisition and Use EXPECTATION L.1.4(a) 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 / STANDARD Vocabulary Acquisition and Use GRADE LEVEL L.1.5. With guidance and support from adults, demonstrate understanding of word	EXPECTATION	L.1.1(j)	
GRADE LEVEL EXPECTATION  L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION  L.1.2(b) Use end punctuation for sentences.  EXPECTATION  L.1.2(d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION  L.1.2(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  STRAND / STANDARD CATEGORY  STANDARD  GRADE LEVEL EXPECTATION  L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  EXPECTATION  L.1.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.  STRAND / STANDARD CATEGORY  STANDARD  Vocabulary Acquisition and Use  GRADE LEVEL L.1.5. With guidance and support from adults, demonstrate understanding of word	STANDARD		Language Standards
EXPECTATION   Dunctuation, and spelling when writing.  EXPECTATION   L.1.2(b)   Use end punctuation for sentences.  EXPECTATION   L.1.2(d)   Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION   L.1.2(e)   Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  STRAND   STANDARD   L.1.2(e)   Language Standards   L.1.2(e)   Language Standards   L.1.2(e)   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   STANDARD   L.1.4(a)   Use sentence-level context as a clue to the meaning of a word or phrase.  STRAND   STANDARD   CATEGORY   STANDARD   Vocabulary Acquisition and Use   GRADE LEVEL   L.1.5.   With guidance and support from adults, demonstrate understanding of word	STANDARD		Conventions of Standard English
EXPECTATION L.1.2(d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  EXPECTATION L.1.2(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  STRAND / STANDARD MI.CC.L. Language Standards  STANDARD Vocabulary Acquisition and Use  GRADE LEVEL EXPECTATION L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  EXPECTATION L.1.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.  STRAND / STANDARD MI.CC.L. Language Standards  STANDARD Vocabulary Acquisition and Use  GRADE LEVEL L.1.5. With guidance and support from adults, demonstrate understanding of word		L.1.2.	
Frequently occurring irregular words.    EXPECTATION   L.1.2(e)   Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.    STRAND   STRAND   Language Standards	EXPECTATION	\ <u></u>	Use end punctuation for sentences.
STRAND / STANDARD 1. Language Standards  STANDARD Vocabulary Acquisition and Use  GRADE LEVEL EXPECTATION L.1.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.  STRAND / STANDARD MI.CC.L. STANDARD CATEGORY  STANDARD Vocabulary Acquisition and Use  GRADE LEVEL Language Standards  STRAND / STANDARD CATEGORY  STANDARD Vocabulary Acquisition and Use  GRADE LEVEL L.1.5. With guidance and support from adults, demonstrate understanding of word	EXPECTATION	L.1.2(d)	
STANDARD CATEGORY  STANDARD  Vocabulary Acquisition and Use  GRADE LEVEL EXPECTATION  EXPECTATION  L.1.4(a)  Use sentence-level context as a clue to the meaning of a word or phrase.  STRAND / STANDARD CATEGORY  STANDARD  Vocabulary Acquisition and Use  GRADE LEVEL  L.1.5.  With guidance and support from adults, demonstrate understanding of word	EXPECTATION	L.1.2(e)	
GRADE LEVEL EXPECTATION  L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  EXPECTATION  L.1.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.  STRAND / STANDARD  CATEGORY  STANDARD  Vocabulary Acquisition and Use  GRADE LEVEL  L.1.5. With guidance and support from adults, demonstrate understanding of word	STANDARD		Language Standards
EXPECTATION 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 / STANDARD CATEGORY  STANDARD Vocabulary Acquisition and Use  GRADE LEVEL L.1.5. With guidance and support from adults, demonstrate understanding of word	STANDARD		Vocabulary Acquisition and Use
STRAND / STANDARD CATEGORY  STANDARD Vocabulary Acquisition and Use  GRADE LEVEL L.1.5. With guidance and support from adults, demonstrate understanding of word		L.1.4.	phrases based on grade 1 reading and content, choosing flexibly from an array of
STANDARD CATEGORY  STANDARD Vocabulary Acquisition and Use  GRADE LEVEL L.1.5. With guidance and support from adults, demonstrate understanding of word	EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL L.1.5. With guidance and support from adults, demonstrate understanding of word	STANDARD		Language Standards
	STANDARD		Vocabulary Acquisition and Use
		L.1.5.	

### Michigan Curriculum Standards Language Arts

		Grade 1 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RL	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD CATEGORY	MI.CC.RL	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD CATEGORY	MI.CC.RL	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3(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 / STANDARD CATEGORY	MI.CC.RF	Reading Standards: Foundational Skills
STANDARD		Fluency

GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION		Read on-level text with purpose and understanding.
EXPECTATION		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 / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD CATEGORY	MI.CC.W.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
STRAND / STANDARD CATEGORY	MI.CC.SL .1.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION		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 / STANDARD CATEGORY	MI.CC.SL .1.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL .1.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L. 1.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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 / STANDARD CATEGORY	MI.CC.L. 1.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / STANDARD CATEGORY	MI.CC.L. 1.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.4.	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 / STANDARD CATEGORY	MI.CC.L. 1.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

### Michigan Curriculum Standards Language Arts

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

STANDARD  GRADE LEVEL EXPECTATION  RF.1.2(a)  Distinguish long from short vowel sounds in spoken single-syllable words.  EXPECTATION  RF.1.2(b)  Dorally produce single-syllable words by blending sounds (phonemes).  EXPECTATION  RF.1.2(c)  SEXPECTATION  RF.1.2(c)  SITANDARD  CATEGORY  Phonics and Word Recognition  RF.1.2(c)  RF.1.2(c)  RF.1.2(c)  SITANDARD  Phonics and Word Recognition  RF.1.2(d)  RF.1.2(c)  RF.1.2(c)  RF.1.2(c)  RF.1.2(c)  RF.1.2(c)  RF.1.2(d)  RF.1.2(	EXPECTATION		grade
GRADE LEVEL EXPECTATION RF.1.2(a) Distinguish long from short vowel sounds in spoken single-syllable words.  EXPECTATION RF.1.2(b) Crist produce single-syllable words by blending sounds (phonemes), including consonant blendes.  EXPECTATION RF.1.2(c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes), including consonant blendes.  EXPECTATION RF.1.2(c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  STRAND J STANDARD AREA CAREGORY Phonics and Word Recognition RF.1.3(c) RF.1.3(a) RF.1.3(a) RROW the spelling-sound correspondences for common consonant digraphs.  EXPECTATION RF.1.3(d) EXPECTATION RF.1.3(d) RF.1.3(d) RROW the spelling-sound correspondences for common consonant digraphs.  EXPECTATION RF.1.3(d) EXPECTATION RF.1.3(d) RF.1.3(d) RROW the spelling-sound correspondences for common consonant digraphs.  EXPECTATION RF.1.3(d) RF.1.3(d) RROW the spelling-sound correspondences for common consonant digraphs.  EXPECTATION RF.1.3(d) EXPECTATION RF.1.3(d) RROW the spelling-sound correspondences for common consonant digraphs.  EXPECTATION RF.1.3(d) RROW time - and common vowel team conventions for representing long vowel sounds.  EXPECTATION RF.1.4(d) RROW time - and common vowel team conventions for representing long vowel sounds.  EXPECTATION RF.1.4(d) RROW time - and common vowel team conventions for representing long vowel sounds.  EXPECTATION RF.1.4(d) RROW time - and common vowel team conventions for representing long vowel sounds.  EXPECTATION RF.1.4(d) RROW time - and common vowel team conventions for representing long vowel sounds.  EXPECTATION RF.1.4(d) RROW time - and common vowel team conventions for representing long vowel sounds.  EXPECTATION RF.1.4(d) RROW time - and conventional Skills  TRANDARD	STRAND / STANDARD CATEGORY		Reading Standards: Foundational Skills
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 constant blends.  EXPECTATION  RF.1.2(c)  Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  STRAND J  STRAND J  STANDARD  MI.CC.RF  Reading Standards: Foundational Skills  CATEGORY  Phonics and Word Recognition  RF.1.3(c)  RR.1.3(d)  Rr.	STANDARD		Phonological Awareness
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 TANDARD ACTION RF.1.2(c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  STRAND TANDARD Phonics and Word Recognition  GRADE LEVEL EXPECTATION RF.1.3(c) Read apply grade-level phonics and word analysis skills in decoding words. EXPECTATION RF.1.3(b) Decode regularly spelled one-syllable words.  EXPECTATION RF.1.3(c) Know this spelling-sound correspondences for common consonant digraphs.  EXPECTATION RF.1.3(c) Know final -e and common vowel team conventions for representing long vowel sounds.  STRAND J STANDARD RF.1.4(c) Read in structure and fluency to support comprehension.  EXPECTATION RF.1.4(a) Read on-level text with purpose and understanding.  EXPECTATION RF.1.4(a) Read on-level text with purpose and understanding.  EXPECTATION RF.1.4(a) Read on-level text with purpose and understanding.  EXPECTATION RF.1.4(a) Read on-level text with purpose and understanding.  EXPECTATION RF.1.4(b) Read on-level text with purpose and understanding.  EXPECTATION RF.1.4(a) Writing Standards  1. Text Types and Purposes  GRADE LEVEL Writing Standards  1. Production and Distribution of Writing  GRADE LEVEL Writing Standards  1. Production and Distribution of Writing  GRADE LEVEL Writing Standards  1. Production and Distribution of Writing  GRADE LEVEL Read Writing Standards  1. Production and Distribution of Writing  GRADE LEVEL Read Writing Standards  1. Production and Distribution of Writing Standards  1. Production and Distribution of Writing  GRADE LEVEL Read Writing Standards  1. Production and Distribution of Writing Standards  1. Production	GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Description (STAND) (STANDARD (STANDARD) (STANDARD (STANDARD) (STA	EXPECTATION		Distinguish long from short vowel sounds in spoken single-syllable words.
STRAND / STANDARD CATEGORY  MICCC.RF STANDARD CATEGORY  Phonics and Word Recognition GRADE LEVEL 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) RF.1.3(c) RF.1.3(d) RF.1.4(d) RF.1.3(d) RF.1.4(d) RF.1.4(	EXPECTATION	RF.1.2(b)	
STANDARD  GRADE LEVEL 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 /  STANDARD  GRADE LEVEL EXPECTATION  RF.1.4(c)  RF.1.4(c)  RF.1.4(c)  RF.1.4(c)  RF.1.4(d)  RF.1.4(d)	EXPECTATION	RF.1.2(c)	
GRADE LEVEL EXPECTATION RF.1.3(a) Know the spelling-sound correspondences for common consonant digraphs.  EXPECTATION RF.1.3(b) Recode regularly spelled one-syllable words.  EXPECTATION RF.1.3(b) Recode regularly spelled one-syllable words.  EXPECTATION RF.1.3(c) Know final -e and common vowel team conventions for representing long yowel sounds.  STRAND / STANDARD M.CC.RF. STANDARD Fluency GRADE LEVEL 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 / STANDARD Text Types and Purposes  STRAND / STANDARD Text Text Types and Purposes  STRAND / STANDARD Text Text Types and Purposes  STRAND / STANDARD Text Text Types and Purpose and Text Text Text Text Text Text Text Text	STRAND / STANDARD CATEGORY		Reading Standards: Foundational Skills
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 tinal -e and common vowel team conventions for representing long vowel sounds.  STRAND / STANDARD   MI.CC.RF   Reading Standards: Foundational Skills  STANDARD   Fluency   Fluency   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 with purpose and understanding.  EXPECTATION   RF.1.4(b)   Read on-level text with purpose and understanding.  EXPECTATION   RF.1.4(b)   Standards   Text Types and Purposes    GRADE LEVEL   W.1.3.   Writing Standards    STRAND / STANDARD   Text Types and Purposes    GRADE LEVEL   W.1.3.   Writing Standards    STRAND / STANDARD   MI.CC.W.   Writing Standards    STRAND / STANDARD   Production and Distribution of Writing    GRADE LEVEL   W.1.5.   With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  STRAND / STANDARD   Research to Build and Present Knowledge    GRADE LEVEL   W.1.5.   Speaking and Listening Standards    STRAND / STANDARD   Research to Build and Present Knowledge    GRADE LEVEL   W.1.5.   Speaking and Listening Standards    STRAND / STANDARD   Research to Build and Present Knowledge    GRADE LEVEL   Speaking and Listening Standards    STRAND / STANDARD   Research to Build and Present Knowledge    GRADE LEVEL   Speaking and Listening Standards    STRAND / STANDARD   Research to Build and Present Knowledge    GRADE LEVEL   Speaking and Listening Standards    STRAND / STANDARD   Research to Build and Present Knowledge    GRADE LEVEL   Speaking and Listening Standards    STRAND / Speaking and List	STANDARD		Phonics and Word Recognition
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 / STANDARD ALC.C.RF Reading Standards: Foundational Skills  STANDARD Fluency 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 wirally with accuracy, appropriate rate, and expression on successive readings.  STRAND / STANDARD ALC.C.W Writing Standards  STRAND / STANDARD Text Types and Purposes  GRADE LEVEL EXPECTATION MIL.C.W. Writing Standards  STRAND / STANDARD Text Types and Purposes  GRADE LEVEL EXPECTATION MIL.C.W. Writing Standards  STRAND / STANDARD ALC.C.W Writing Standards  STRAND / STANDARD MIL.C.W. Writing Standards  STRAND / STANDARD MIL.C.W Writing Standards  STANDARD MIL.C.W Writing Standar	GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION RF.1.3(c) Know final -e and common vowel team conventions for representing long vowel sounds.  STRAND / STANDARD GRADE LEVEL REPECTATION RF.1.4(a) Read on-level text with purpose and understanding.  EXPECTATION RF.1.4(b) Read on-level text with purpose and understanding.  EXPECTATION RF.1.4(b) 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 / STANDARD Text Types and Purposes  GRADE LEVEL READ WITH A STANDARD TEXT TYPES AND	EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
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EXPECTATION   RF.1.4(b)   Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.    MI.CC.W.   Writing Standards	GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
STRAND / STANDARD GRADE LEVEL EXPECTATION  MI.CC.W. Writing Standards  Text Types and Purposes  Wish and any provide some sense of closure.  MI.CC.W. Writing Standards  MI.CC.W. STANDARD  GRADE LEVEL EXPECTATION  MI.CC.W. Writing Standards  Text Types and Purposes  Micc.W. Writing Standards  Text Types and Distribution of Writing  Micc.W. Writing Standards  Text Types and Purposes  Micc.W. Writing Standards  Text Types and Purpose	EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
STANDARD CATEGORY  Text Types and Purposes  GRADE LEVEL EXPECTATION  Wite 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 CATEGORY  MI.CC.W. STANDARD CATEGORY  Witing Standards  Text Types and Purposes  Witing Standards  Writing Standards  Writing Standards  Text Types and Purposes  Writing Standards  Writing Standards  Writing Standards  STANDARD  MI.CC.W. STANDARD  MI.CC.W. STANDARD  Research to Build and Present Knowledge  GRADE LEVEL EXPECTATION  MI.CC.SL STANDARD  Research to Build and Present Knowledge  GRADE LEVEL STAND / STANDARD  MI.CC.SL Speaking and Listening Standards  Text Types and Purposes  Witing Standards  MI.CC.SL STANDARD  Comprehension and Collaboration  GRADE LEVEL STANDARD  GRADE LEVEL STANDARD  Comprehension and Collaboration  GRADE LEVEL STANDARD  SL.1.1  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)  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	EXPECTATION	RF.1.4(b)	
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include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  MI.CC.W. STANDARD CATEGORY  STANDARD Production and Distribution of Writing  GRADE LEVEL EXPECTATION  STANDARD Writing Standards  STRAND   Writing Standards  STRAND   Writing Standards  STRAND   Writing Standards  STANDARD Writing Standards  STANDARD   Research to Build and Present Knowledge  GRADE LEVEL   W1.7. 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   Speaking and Listening Standards  STANDARD   Comprehension and Collaboration  GRADE LEVEL   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	STANDARD		Text Types and Purposes
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EXPECTATION   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	STANDARD		Comprehension and Collaboration
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	GRADE LEVEL EXPECTATION	SL.1.1.	
through multiple exchanges.  EXPECTATION   SL.1.1(c)   Ask questions to clear up any confusion about the topics and texts under	EXPECTATION	SL.1.1(a)	
	EXPECTATION		through multiple exchanges.
	EXPECTATION	SL.1.1(c)	

STRAND / STANDARD CATEGORY	MI.CC.SL	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L. 1.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / STANDARD CATEGORY	MI.CC.L.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5(c)	ldentify real-life connections between words and their use (e.g., note places at home that are cozy).

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