Classroom Supplement Units Grade 1

Pre-writing

Michigan Curriculum Standards

Language Arts

Grade **1** - Adopted: **2010**

STRAND / STANDARD CATEGORY	MI.CC.RL.1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	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.1.	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / STANDARD CATEGORY	MI.CC.RF.1.	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

STANDARD CATEGORY	.1.	
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	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.1.3.	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 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(a)	Print all upper- and lowercase letters.
EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops;

		We hop).
EXPECTATION	L.1.1(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)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

Michigan Curriculum Standards

Language Arts

Grade **1** - Adopted: **2010**

STRAND / STANDARD CATEGORY	MI.CC.RL.1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	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.1.	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / STANDARD CATEGORY	MI.CC.RF.1.	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.1.	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	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.1.3.	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).
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD CATEGORY	MI.CC.SL.1.	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 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 .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(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(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).

Unit 2

Michigan Curriculum Standards

Language Arts

Grade **1** - Adopted: **2010**

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

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	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.
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.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.1.	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / STANDARD CATEGORY	MI.CC.RF.1.	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.1.	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	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.
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.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(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(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).

Unit 3

Michigan Curriculum Standards

Language Arts

Grade **1** - Adopted: **2010**

STRAND / STANDARD CATEGORY	MI.CC.RL.1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	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.1.	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / STANDARD CATEGORY	MI.CC.RF.1.	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.1.	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	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.1.3.	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	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.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 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(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).

Unit 4

Michigan Curriculum Standards

Language Arts

Grade **1** - Adopted: **2010**

STRAND / STANDARD CATEGORY	MI.CC.RL .1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	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.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.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.1.	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / STANDARD CATEGORY	MI.CC.RF.1.	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.1.	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	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.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).
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.1.	Speaking and Listening Standards

CATEGORY		
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 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.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.1.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1(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).

Unit 5

Michigan Curriculum Standards

Language Arts

Grade **1** - Adopted: **2010**

STRAND / STANDARD CATEGORY	MI.CC.RL.1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	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.1.	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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.1.	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.1.	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	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.1.3.	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 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).

Unit 7

Michigan Curriculum Standards

Language Arts

Grade **1** - Adopted: **2010**

STRAND / STANDARD CATEGORY	MI.CC.RL.1.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	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

EXPECTATION		grade
STRAND / STANDARD CATEGORY	MI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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.1.	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.1.	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	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / STANDARD CATEGORY	MI.CC.W.1.	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.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 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(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.1.5.	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).