

FIRST GRADE *CraftPlus* © Correlation

to the
Michigan's English Language Arts
Grade Level Content Expectations

CraftPlus Strands

	Organization	Descriptive Writing	Beginnings	Endings	Supporting Details	Sentence Variation	Composition Skills	Revision	Editing
WRITING									
Writing Genres									
Students will...									
W.GN.01.01 Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate: sequence of events, sense of story (beginning, middle, and), physical features of characters.	X	X	X	X	X	X	X	X	X
W.GN.01.02 Approximate poetry based on reading a wide variety of grade level appropriate poetry.	X	X			X	X	X	X	X
W.GN.01.03 Write an informational piece that addresses a focus question (e.g., What is a family?) using: descriptive, enumerative, sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	X	X	X	X	X	X	X	X	X
W.GN.01.04 Use a teacher-selected topic to write one research question, locate and begin to gather information from teacher-gathered sources, organize information, use steps in the writing process to approximate a published piece.	X	X	X	X	X		X		
Writing Process									
Students will...									
W.PR.01.01 With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text.	X	X			X				
W.PR.01.02 Write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	X	X			X				
W.PR.01.03 Incorporate literary language (i.e., once upon a time).									
W.PR.01.04 Read drafts of their work to clarify meaning and attempt some revision.	X	X			X			X	
W.PR.01.05 Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience.	X	X	X	X	X		X	X	

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<p>W.PR.01.06 Both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including: a word wall, a class-developed checklist.</p>							X		X
<p>Personal Style Students will...</p>									
<p>W.PS.01.01 Develop personal style in oral, written, and visual messages: —narrative – natural language, specific action, emotion, —informational – sequence, specific vocabulary, visual representation.</p>	X	X	X	X	X		X		
<p>Grammar and Usage In the context of writing, students will...</p>									
<p>W.GR.01.01 In the context of writing, use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.</p>						X	X	X	X
<p>Spelling In the context of writing, students will...</p>									
<p>W.SP.01.01 In the context of writing, spell frequently encountered one-syllable words from common word families correctly.</p>									X
<p>W.SP.01.02 For other words, students will use structural cues (letter/sound, rimes), environmental sources, structural cues (letter/sound, rimes), environmental sources (word walls, word lists).</p>									X
<p>Handwriting Students will...</p>									
<p>W.HW.01.01 Write upper and lower case manuscript letters legibly.</p>									X
<p>Writing Attitude Students will...</p>									
<p>W.AT.01.01 Be enthusiastic about writing and learning how to write.</p>	X	X	X	X	X	X	X	X	X
READING									
<p>Word Recognition and Word Study Phonemic Awareness Students will...</p>									

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R.WS.01.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.								X	X	X
R.WS.01.02 Recognize that words are composed of sounds blended together and carry meaning.								X	X	X
Phonics										
R.WS.01.03 Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.								X	X	X
R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant digraphs,—letter/sound, onset and rimes, whole word chunks, word families, digraphs th, c h, sh										
Word Recognition										
R.WS.01.05 Recognize grade 1 frequently encountered words in print and out of context automatically.										
R.WS.01.06 Be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns.										
R.WS.01.07 Use strategies to identify unknown words and construct meaning —letter and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to recognize the word —use semantic context cues (including pictures) and syntactic cues to check word recognition, —and construct the specific meaning intended (use context cues to select between alternative meanings).										
Vocabulary										
R.WS.01.08 Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts.										
R.WS.01.09 Know the meaning of words encountered frequently in grade ONE reading and oral language contexts.										
R.WS.01.10 Grade level vocabulary lists to be developed.		X						X	X	X
R.WS.01.11 In context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.			X							
R.WS.01.12 Use context clues, mental pictures, and questioning.			X							
Fluency in Reading										

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R.FL.01.01 Automatically recognize identified grade 1 high frequency words whether encountered in or out of context.								X	X
R.FL.01.02 Read aloud using intonation, pauses and emphasis.								X	X
R.FL.01.03 Use punctuation cues (periods and questions marks).							X		X
R.FL.01.04 Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.									
Narrative Text									
Students will...									
R.NT.01.01 Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit	X	X				X	X		
R.NT.01.02 Identify and describe a variety of genre including, --realistic fiction, --fantasy, --folktales.	X	X	X	X	X	X	X		
R.NT.01.03 Identify: problem/solution, sequence of events, sense of story (beginning, middle, end).	X	X	X	X	X	X	X		
R.NT.01.04 Identify how authors/illustrators use: illustrations to support story elements, transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story.	X	X	X	X	X	X	X		
R.NT.01.05 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	X	X	X	X	X		X		
Informational Text									
Students will...									
R.IT.01.01 Identify and describe a variety of informational genre including: simple how-to-books, science and social studies magazines.	X	X	X	X	X	X	X		
R.IT.01.02 Discuss informational text patterns: sequential, enumerative.	X	X	X	X	X	X	X		
R.IT.01.03 Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas (e.g., headings, titles, labeled photographs, illustrations).	X	X	X	X	X	X	X		
R.IT.01.04 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	X	X	X	X	X	X	X	X	X

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Comprehension										
Students will...										
R.CM.01.01 Activate prior knowledge.		X	X			X				
R.CM.01.02 Connect personal knowledge and experience to ideas in texts.		X	X			X				
R.CM.01.03 Retell up to three important ideas and details of familiar simple oral and written text in sequence.		X	X			X		X		
R.CM.01.04 Make text-to-self and text-to-text connections and comparisons.						X				
R.CM.01.05 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.		X				X				
R.CM.01.06 Map story elements across texts.		X		X	X	X				
R.CM.01.07 Graphically represent key ideas and details across texts.		X	X	X	X	X				
R.CM.01.08 Ask questions as they read.		X				X				
R.CM.01.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.			X			X				
Metacognition										
Students will...										
R.MT.01.01 Self-monitor comprehension when reading grade level appropriate text.		X				X			X	
R.MT.01.02 Recognize when meaning is breaking down.									X	
R.MT.01.03 Use simple fix-up strategies to increase comprehension.										
R.MT.01.04 Make credible predictions based on preview of book cover and pictures.		X				X				
R.MT.01.05 Ask questions before, during, after reading.		X				X				
R.MT.01.06 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.		X				X				
R.MT.01.07 Use a graphic organizer to sequence events in a story.		X		X	X	X				
R.MT.01.08 Discuss most important ideas and themes in a text.		X				X				
R.MT.01.09 Identify author's perspective.		X				X		X		
R.MT.01.10 Sort and order information with teacher guidance.										

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R.MT.01.11 Discuss which comprehension strategies worked and did not work with extensive teacher guidance.									
Critical Standards									
Students will...									
R.CS.01.01 Develop and discuss shared standards.								X	X
R.CS.01.02 Begin to self-assess the qualities of personal or other written text with teacher guidance.	X	X	X	X	X	X	X	X	X
Reading Attitude									
Students will...									
R.AT.01.01 Be enthusiastic about reading and learning how to read.	X	X	X	X	X	X	X	X	X
R.AT.01.02 Do substantial reading and writing on their own during free time in school and at home.	X	X	X	X	X	X	X	X	X
SPEAKING									
Conventions									
Students will...									
S.CN.01.01 Use singular and plural nouns.							X		
S.CN.01.02 Use contractions (isn't, aren't, can't, won't).							X		
S.CN.01.03 Use singular possessive pronouns (my/mine, his/her, hers, your/s).							X		
S.CN.01.04 Use conjunctions to express relationships (because, if, after).							X		
S.CN.01.05 Use inflected endings (-s, -es, -ed, -ing, -er, -est).							X		
S.CN.01.06 Explore and use language to communicate with a variety of audiences and for different purposes requests, problem-solve, look for solutions, requests, problem-solve, look for solutions, construct relationships, courtesies.							X		
S.CN.01.07 In spoken informational and narrative presentations: use props (photographs and illustrations), maintain appropriate posture, eye contact, and position.					X		X		
S.CN.01.08 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English.)							X		

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S.CN.01.09 Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership. (They can provide examples of language differences in storybooks and the classroom.)	X	X					X		
Spoken Discourse									
Speaking clearly and audibly in complete sentences, students will									
S.DS.01.01 Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions.	X		X	X	X				
S.DS.01.02 Tell/retell familiar stories (realistic fiction, fantasy, folktale) using a problem solution pattern, appropriate story grammar, proper sequence, a prop- while maintaining appropriate posture and eye contact.	X	X	X	X	X		X		
S.DS.01.03 Respond to multiple text types by reflecting, making meaning, and making connections.	X	X			X				
S.DS.01.04 Plan and deliver presentations or reports using an informational, organizational pattern (descriptive, enumerative, or sequential), appropriate text features (pictures or illustrations), providing several facts and details to make their point while maintaining appropriate posture and eye contact - an appropriate prop.	X	X	X	X	X	X	X	X	X
LISTENING & VIEWING									
Conventions									
Students will...									
L.CN.01.01 Give, restate, and follow two-step directions.	X		X	X	X				
L.CN.01.02 Ask appropriate questions during a presentation or report.	X				X			X	
L.CN.01.03 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).	X	X	X	X	X	X	X	X	X
L.CN.01.04 Listen to the comments of a peer and respond on topic and add a connected idea					X			X	X
L.CN.01.05 Use effective listening and viewing behaviors in large and small group settings (eye contact, attentive, supportive).								X	

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L.CN.01.06 Experience messages from a variety of media and differentiate between sender, receiver, and message.	X								
Response									
Students will...									
L.RP.01.01 Listen to or view and discuss a variety of genres.	X	X	X	X	X	X	X	X	X
L.RP.01.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	X	X	X	X	X	X	X	X	X
L.RP.01.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.	X	X	X	X	X	X	X	X	X