

Pennsylvania Tutorials are designed specifically for the Pennsylvania Core Standards and the Pennsylvania Academic Standards to prepare students for the Keystone Exams and the Pennsylvania System of School Assessment (PSSA).

English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: Elements of Literature

• CHARACTERIZATION

- CC.1.3.6.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Describe how a particular story or dramas plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

• PLOT

- CC.1.3.6.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Describe how a particular story or dramas plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
- CC.1.3.6.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between

texts with focus on textual evidence. Key Ideas and Details Literary Elements Describe how a particular story or dramas plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

- CC.1.3.6.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.3.6.E: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze how the structure of a text contributes to the development of theme, setting, and plot.

• **THEME**

- CC.1.3.6.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.3.6.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Unit 2: Language Usage

• **FIGURATIVE LANGUAGE**

- CC.1.3.6.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- CC.1.2.6.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

• **CONNOTATION AND DENOTATION**

- CC.1.2.6.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Determine the meaning of

words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

- CC.1.3.6.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Unit 3: Analyzing Literature

• LITERARY CONTEXT

- CC.1.3.6.H: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
- CC.1.3.6.K: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Range of Reading Read and comprehend literary fiction on grade level, reading independently and proficiently.

• COMPARING NARRATIVES

- CC.1.3.6.K: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Range of Reading Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.2.6.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Examine how two authors present similar information in different types of text.
- CC.1.2.6.J: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.6.L: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Range of Reading Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.2.6.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between

texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

- CC.1.2.6.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Examine how two authors present similar information in different types of text.

Unit 4: Reading Strategies

• AUTHOR'S PURPOSE

- CC.1.2.6.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view or purpose in a text and explain how it is conveyed in the text.
- CC.1.2.6.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view or purpose in a text and explain how it is conveyed in the text.
- CC.1.2.6.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Examine how two authors present similar information in different types of text.
- CC.1.3.6.D: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors purpose in a text and explain how it is conveyed in a text.

• CENTRAL IDEA AND SUMMARY

- CC.1.2.6.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.2.6.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- CC.1.2.6.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- CC.1.2.6.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
 - CC.1.4.6.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
 - CC.1.4.6.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
 - CC.1.4.6.E.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Develop and maintain a consistent voice.
- **MAKING INFERENCES**
 - CC.1.2.6.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
 - CC.1.2.6.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
 - CC.1.3.6.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
 - CC.1.2.6.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

- CC.1.4.6.S: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Response to Literature Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Unit 5: Analyzing Informational Texts 1

• TEXT STRUCTURES

- CC.1.2.6.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze the authors structure through the use of paragraphs, chapters, or sections.
- CC.1.2.6.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view or purpose in a text and explain how it is conveyed in the text.
- CC.1.2.6.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze the authors structure through the use of paragraphs, chapters, or sections.
- CC.1.3.6.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

• ORGANIZATIONAL PATTERNS

- CC.1.2.6.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze the authors structure through the use of paragraphs, chapters, or sections.
- CC.1.2.6.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.2.6.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- CC.1.2.6.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between

texts with focus on textual evidence. Craft and Structure Text Structure Analyze the authors structure through the use of paragraphs, chapters, or sections.

Unit 6: Analyzing Informational Texts 2

• USING GRAPHICS

- CC.1.2.6.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- CC.1.5.6.C: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Evaluating Information Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- CC.1.2.6.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- CC.1.5.6.F: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Integration of Knowledge and Ideas Multimedia Include multimedia components and visual displays in presentations to clarify information.
- CC.1.5.6.F: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Presentation of Knowledge and Ideas Context Adapt speech to a variety of contexts and tasks.

• MAKING AN ARGUMENT

- CC.1.2.6.H: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Evaluating Arguments Evaluate an authors argument by examining claims and determining if they are supported by evidence.

• UNDERSTANDING MEDIA

- CC.1.2.6.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- CC.1.5.6.C: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Evaluating Information Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Unit 7: Writing Skills 1

• PLANNING AND ORGANIZING AN ESSAY

- CC.1.4.6.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CC.1.4.6.A: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- CC.1.4.6.X: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.1.4.6.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.6.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

• REVISING AND EDITING AN ESSAY

- CC.1.4.6.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

• ESTABLISHING A FORMAL STYLE

- CC.1.4.6.E.4: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style.
- CC.1.4.6.K.4: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style.
- CC.1.4.6.E.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Develop and maintain a consistent voice.
- CC.1.4.6.K.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Develop and maintain a consistent voice
- CC.1.4.6.E.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CC.1.4.6.K.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CC.1.4.6.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use precise language.
- **WRITING AND TECHNOLOGY**
 - CC.1.4.6.U: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Technology and Publication Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Unit 8: Writing Skills 2

• INTRODUCTIONS

- CC.1.4.6.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Identify and introduce the topic for the intended audience.

- CC.1.4.6.H: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Opinion/Argumentative Focus Introduce and state an opinion on a topic.

- **CONCLUSIONS**

- CC.1.4.6.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory Organization Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

- **TRANSITIONS**

- CC.1.4.6.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory Organization Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

Unit 9: Types of Writing

- **ARGUMENTATIVE ESSAYS**

- CC.1.4.6.H: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Opinion/Argumentative Focus Introduce and state an opinion on a topic.
- CC.1.4.6.G: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Opinion/Argumentative Write arguments to support claims.
- CC.1.4.6.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Opinion/Argumentative Content Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
- CC.1.4.6.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Opinion/Argumentative Organization Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

- **EXPOSITORY ESSAYS**

- CC.1.4.6.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Informative/Explanatory Content Develop and analyze the topic with relevant facts, definitions,

concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

- CC.1.4.6.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.6.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Identify and introduce the topic for the intended audience.

• **SHORT NARRATIVES**

- CC.1.4.6.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
- CC.1.4.6.M: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Write narratives to develop real or imagined experiences or events.
- CC.1.4.6.N: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Focus Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- CC.1.4.6.O: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Content Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

• **NARRATIVE TECHNIQUES**

- CC.1.4.6.K.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Use sentences of varying lengths and complexities.
- CC.1.4.6.E.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Use sentences of varying lengths and complexities.

- CC.1.4.6.O: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Content Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Unit 10: Sentence Structure

• SENTENCE TYPES

- CC.1.4.6.E.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Use sentences of varying lengths and complexities.
- CC.1.4.6.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.6.K.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Use sentences of varying lengths and complexities.
- CC.1.4.6.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.6.Q.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style.
- CC.1.4.6.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.6.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

• PRONOUNS

- CC.1.4.6.E.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Develop and maintain a consistent voice.
- CC.1.4.6.Q.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Develop and maintain a consistent voice.

- **PUNCTUATION**

- CC.1.4.6.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.6.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.6.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.6.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Unit 11: Usage

- **USING CONTEXTUAL CLUES**

- CC.1.2.6.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.
- CC.1.2.6.K: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

- CC.1.3.6.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
 - CC.1.3.6.I: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 - CC.1.2.6.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.
 - CC.1.2.6.J: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - CC.1.2.6.K: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 - CC.1.3.6.J: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **COMMONLY CONFUSED WORDS**
- CC.1.4.6.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC.1.4.6.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- CC.1.4.6.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.