

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

- **PLOT**

- CC.1.3.7.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 Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

- **POINT OF VIEW**

- CC.1.3.7.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 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- **SETTING**

- CC.1.3.7.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 Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- **THEME**
 - CC.1.3.7.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 analyze its development over the course of the text; provide an objective summary of the text.
 - CC.1.2.7.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 several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
 - CC.1.2.7.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 structure of the text through evaluation of the authors use of graphics, charts, and the major sections of the text.
 - CC.1.3.7.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 several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Unit 2: Language Usage

- **POETIC DEVICES**
 - CC.1.3.7.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 or form of a text contributes to its meaning.
- **FIGURATIVE LANGUAGE**
 - CC.1.2.7.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, connotative, and technical meanings.
- **CONNOTATION AND DENOTATION**
 - CC.1.2.7.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, connotative, and technical meanings.

- CC.1.3.7.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, connotative meanings.
- CC.1.2.7.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, connotative, and technical meanings.
- CC.1.2.7.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, connotative, and technical meanings.
- **COMPARING FICTION AND NONFICTION**
 - CC.1.2.7.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 Analyze how two or more authors present and interpret facts on the same topic.
 - CC.1.3.7.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 a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Unit 3: Reading Strategies

- **AUTHOR'S PURPOSE**
 - CC.1.2.7.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 analyze how the author distinguishes his or her position from that of others.
 - CC.1.2.7.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 two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
 - CC.1.2.7.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 analyze how the author distinguishes his or her position from that of others.

- CC.1.2.7.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 analyze how the author distinguishes his or her position from that of others.
- CC.1.3.7.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 analyze its development over the course of the text; provide an objective summary of the text.
- **CENTRAL IDEA**
 - CC.1.2.7.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 two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
 - CC.1.2.7.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 two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
 - CC.1.2.7.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 several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- **SUMMARIZING INFORMATION**
 - CC.1.2.7.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 two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
 - CC.1.3.7.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 analyze its development over the course of the text; provide an objective summary of the text.
- **MAKING INFERENCES**
 - CC.1.2.7.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 several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

- CC.1.3.7.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 several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.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 several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.4.7.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 4: Analyzing Argumentative Texts

- **ANALYZING AN ARGUMENT**

- CC.1.2.7.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, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

- **USING EVIDENCE**

- CC.1.2.7.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, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

Unit 5: Analyzing Informational Texts

- **TEXT STRUCTURES**

- CC.1.2.7.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 structure of the text through evaluation of the authors use of graphics, charts, and the major sections of the text.
- CC.1.2.7.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.

- **USING GRAPHICS**

- CC.1.2.7.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 structure of the text through evaluation of the authors use of graphics, charts, and the major sections of the text.
- CC.1.5.7.C: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Evaluating Information Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- CC.1.4.7.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.1.5.7.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 claims and findings and emphasize salient points.

Unit 6: Writing Skills 1

- **PLANNING AND ORGANIZING AN ESSAY**

- CC.1.4.7.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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- CC.1.4.7.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 create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

- **REVISING AND EDITING AN ESSAY**

- CC.1.4.7.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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- **ESTABLISHING A FORMAL STYLE**

- CC.1.4.7.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.1.4.7.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.1.4.7.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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- CC.1.4.7.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. Use precise language.
- CC.1.4.7.Q.4: 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.
- CC.1.4.7.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.1.4.7.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.1.4.7.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.
- **WRITING AND TECHNOLOGY**
 - CC.1.4.7.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 and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Unit 7: Writing Skills 2

- **INTRODUCTIONS**
 - CC.1.4.7.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 clearly, including a preview of what is to follow.

- CC.1.4.7.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.1.4.7.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 create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
 - CC.1.4.7.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 to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- **TRANSITIONS**
 - CC.1.4.7.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 create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
 - CC.1.4.7.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.1.4.7.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 and reflects on the narrated experiences and events.

Unit 8: Expository Writing

- **EXPOSITORY ESSAYS**
 - CC.1.4.7.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.1.4.7.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 create cohesion and clarify the

relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

- CC.1.4.7.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 clearly, including a preview of what is to follow.
- CC.1.4.7.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.
- **EXPOSITORY PARAGRAPHS**
 - CC.1.4.7.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 create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
 - CC.1.4.7.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.

Unit 9: Argumentative Writing

- **ARGUMENTATIVE ESSAYS**
 - CC.1.4.7.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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
 - CC.1.4.7.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.1.4.7.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.1.4.7.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 Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
 - CC.1.4.7.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 to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

- **ARGUMENTATIVE CLAIMS**

- CC.1.4.7.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.

- **ARGUMENTATIVE PARAGRAPHS**

- CC.1.4.7.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.1.4.7.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.1.4.7.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 Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

Unit 10: Narrative Writing

- **PERSONAL NARRATIVES**

- CC.1.4.7.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 and reflects on the narrated experiences and events.
- CC.1.4.7.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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- CC.1.4.7.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.1.4.7.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 point of view and introducing a narrator and/or characters.
- CC.1.4.7.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 capture the action and convey experiences and events.

- **NARRATIVE TECHNIQUES**

- CC.1.3.7.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 or form of a text contributes to its meaning.
- CC.1.4.7.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.1.4.7.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.1.4.7.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 point of view and introducing a narrator and/or characters.
- CC.1.4.7.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 capture the action and convey experiences and events.
- CC.1.4.7.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 and reflects on the narrated experiences and events.
- CC.1.4.7.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 sentences of varying lengths and complexities.

- **WRITING SHORT FICTION**

- CC.1.4.7.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 point of view and introducing a narrator and/or characters.
- CC.1.4.7.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 capture the action and convey experiences and events.

Unit 11: Sentence Structure

• **COMMAS**

- CC.1.4.7.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.1.4.7.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 and reflects on the narrated experiences and events.
- CC.1.4.7.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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

• **SENTENCE TYPES**

- CC.1.4.7.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.1.4.7.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.1.4.7.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 sentences of varying lengths and complexities.
- CC.1.4.7.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.1.4.7.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.1.4.7.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.
- **PHRASES**
- CC.1.4.7.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.1.4.7.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 and reflects on the narrated experiences and events.
- **PUNCTUATION**
- CC.1.4.7.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.

Unit 12: Usage

- **WORDINESS AND REDUNDANCY**
- CC.1.4.7.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. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- **USING CONTEXTUAL CLUES**
- CC.1.2.7.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, connotative, and technical meanings.
- CC.1.2.7.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.1.3.7.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, connotative meanings.

- CC.1.3.7.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.1.2.7.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, connotative, and technical meanings.
- CC.1.2.7.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.1.2.7.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.1.3.7.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.
- CC.1.3.7.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.
- **COMMONLY CONFUSED WORDS**
 - CC.1.4.7.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.1.4.7.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.

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- CC.1.4.7.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.
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