Main Criteria: Classroom Supplement Units Grade 1

Secondary Criteria: Pennsylvania Academic Standards

Subject: Language Arts

Grade: 1

# **Classroom Supplement Units Grade 1**

Pre-writing

#### Pennsylvania Academic Standards

Language Arts

		Glade 1 - Adopted. 2014
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonological Awareness
STANDARD	CC.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / STANDARD	CC.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.1. D.2.	Decode one- and two-syllable words with common patterns.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.1. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.1. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.1. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.1. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Keyldeas and Details: Theme
STANDARD	CC.1.3.1. A.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.1. B.	Ask and answer questions about key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.1. C.	Describe characters, settings, and major events in a story, using key details.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.1. F.	ldentify words and phrases in stories or poems that suggest feelings or appeal to the senses.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.1. G.	Use illustrations and details in a story to describe characters, setting, or events.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.1. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.1. K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.1. E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.1. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. F.2.	Use end punctuation; use commas in dates and words in series.
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SUBJECT /	PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear
STANDARD AREA	4.1.	and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	L.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD	L.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.1. M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.1. N.	Establish who and what the narrative will be about.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.1. O.	Include thoughts and feelings to describe experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.1. P.	Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	R.2.	
DESCRIPTOR / STANDARD	R.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process

		needed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.1. X.	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.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.1. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.1. C.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.1. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

#### Pennsylvania Academic Standards

# Language Arts

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SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonological Awareness
STANDARD	CC.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / STANDARD	CC.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.1.	Know and apply grade-level phonics and word analysis skills in decoding words.

	D.	
DESCRIPTOR /	CC.1.1.1.	Decode one- and two-syllable words with common patterns.
STANDARD	D.2. PA.CC.1.	Foundational Chilles Chudente asia e working knowledge of concerts of print
SUBJECT / STANDARD AREA	1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.1. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.1. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.1. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Keyldeas and Details: Theme
STANDARD	CC.1.3.1. A.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		KeyIdeas and Details: Text Analysis
STANDARD	CC.1.3.1. B.	Ask and answer questions about key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.1. C.	Describe characters, settings, and major events in a story, using key details.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.1. F.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.1. G.	Use illustrations and details in a story to describe characters, setting, or events.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.1. K.	Read and comprehend literature on grade level, reading independently and proficiently.

SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.1. E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.1. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. F.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.1. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. L.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.1. M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.1. N.	Establish who and what the narrative will be about.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.1. O.	Include thoughts and feelings to describe experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.1. P.	Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language

STANDARD	CC.1.4.1. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. R.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.1. T.	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.1. W.	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.1. X.	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.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.1. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.1. B.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.1. C.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

STANDARD AREA / STATEMENT	Conventions of Standard English
	Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

# Pennsylvania Academic Standards

Language Arts

SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonological Awareness
STANDARD	CC.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / STANDARD	CC.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.1. D.2.	Decode one- and two-syllable words with common patterns.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.1. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.1. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.1. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.1. A.	Identify the main idea and retell key details of text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.1. B.	Ask and answer questions about key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.1. F.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.1. G.	Use the illustrations and details in a text to describe its key ideas.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.1. H.	Identify the reasons an author gives to support points in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.1. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.1. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Keyldeas and Details: Theme
STANDARD	CC.1.3.1. A.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.1. B.	Ask and answer questions about key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.1. C.	Describe characters, settings, and major events in a story, using key details.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA /		Craft and Structure: Text Structure

STATEMENT		
STANDARD	CC.1.3.1. E.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.1. F.	ldentify words and phrases in stories or poems that suggest feelings or appeal to the senses.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.1. G.	Use illustrations and details in a story to describe characters, setting, or events.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.1. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.1. K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.1. E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.1. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. F.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD	CC.1.4.1. F.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. L.2.	Use end punctuation; use commas in dates and words in series.

		spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.1. M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.1. N.	Establish who and what the narrative will be about.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.1. O.	Include thoughts and feelings to describe experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.1. P.	Recount two or more appropriately sequenced events using temporal words to signate event order and provide some sense of closure.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.1. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. R.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD	CC.1.4.1. R.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.1. T.	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.1. X.	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.
SUBJECT /	PA.CC.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group

AREA		discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.1. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.1. C.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.1. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

### Pennsylvania Academic Standards

# Language Arts

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SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonological Awareness
STANDARD	CC.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / STANDARD	CC.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.1. D.2.	Decode one- and two-syllable words with common patterns.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.1. E.	Read with accuracy and fluency to support comprehension.

DESCRIPTOR / STANDARD	CC.1.1.1. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.1. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.1. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.1. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Keyldeas and Details: Theme
STANDARD	CC.1.3.1. A.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		KeyIdeas and Details: Text Analysis
STANDARD	CC.1.3.1. B.	Ask and answer questions about key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.1. C.	Describe characters, settings, and major events in a story, using key details.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.1. F.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.1. G.	Use illustrations and details in a story to describe characters, setting, or events.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.1. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD		Range of Reading

AREA / STATEMENT		
STANDARD	CC.1.3.1. K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.1. E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.1. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. F.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD	CC.1.4.1. F.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.1. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. L.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD	CC.1.4.1. L.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.1. M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.1. N.	Establish who and what the narrative will be about.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.1. O.	Include thoughts and feelings to describe experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization

STADDARD   CC.1.4.1.   Recount two or more appropriately sequenced events using temporal words to signal P.P. event order and provide some some so of closure.     SUBJECT/ STADDARD   PA.C.1.   writing: Students write for different purposes and audiences. Students write clear and focused loxit to convex a well-defined perspective and appropriate content.     STADDARD   C.1.4.1.   Demonstrate a grade-appropriate command of the conventions of standard English Res. argumant, usage, capitalization punctuation, and spelling.     DESCRIPTORI / STADDARD   CC.1.4.1.   Use end punctuation; use commas in dates and words in series.     STADDARD   C.1.4.1.   Use end punctuation; use commos pelling patterns, phonemic awareness, and strandard     STADDARD   C.1.4.1.   Sell words drawing on common spelling patterns, phonemic awareness, and strandard     STADDARD   C.1.4.1.   Writing: Students write for different purposes and audiences. Students write clear artements     STADDARD   C.1.4.1.   Writing: Students write for different purposes and audiences. Students write clear and focused lexit to convey a well-defined perspective and appropriate content.     STADDARD   C.1.4.1.   Writing: Students write for different purposes and audiences. Students write clear and focused lexit to convey a well-defined perspective and appropriate content.     STADDARD   C.1.4.1.   Writing students write for different purposes and audiences.		
STANDARD 4.1. and focused text to convey a well-defined perspective and appropriate content.   STANDARD ReEA/ STATEMENT Narrative: Conventions of Language AREA/ STATEMENT   STANDARD CC.14.1. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.   DESCRIPTOR R.2. Use end punctuation; use commas in dates and words in series.   STANDARD CC.14.1. Spelling conventions.   DESCRIPTOR R.3. Spelling conventions.   STANDARD CC.14.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.   STANDARD C.2.1.4.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.   STANDARD C.2.1.4.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.   STANDARD C.2.1.4.1. Writing: Students write for different purposes and audiences.   STANDARD C.2.1.4.1. Writing: Students write or different purposes and audiences.   STANDARD C.2.1.4.1. Writing: Students write or different purposes.	STANDARD	
AREA/ STATEMENT   C.1.4.1.   Demonstrate a grade-appropriate command of the conventions of standard English R. R. grammar, usage, capitalization, punctuation, and spelling.     DESCRIPTOR/ R.2.   C.1.4.1.   Use end punctuation; use commas in dates and words in series.     DESCRIPTOR/ R.2.   C.1.4.1.   Spelling conventions.     DESCRIPTOR/ STANDARD   C.1.4.1.   Spelling conventions.     DESCRIPTOR/ R.2.   PA.CC.1.   Witting: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.     STANDARD   PA.CC.1.   Witting: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.     STANDARD   C.1.4.1.   Witting: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.     STANDARD   A.1.   and focused text to convey a well-defined perspective and appropriate content.     STANDARD   A.1.   maf focused text to convey a well-defined perspective and appropriate content.     STANDARD   C.1.4.1.   Writing: Students present appropriately in formal speaking stratement     STANDARD   C.1.4.1.   Write routinely over extended time frames (time for research, reflection, and rewision) and	STANDARD	
R.   grammar, usage, capitalization, punctuation, and spelling.     DESCRIPTOR   C.C.1.4.1   Use end punctuation; use commas in dates and words in series.     STANDARD   C.C.1.4.1   Spelling conventions.     SUBJECT / STANDARD   PACC.1.3   Writing: Students write for different purposes and audiences. Students write clear AREA     STANDARD   PA.C.1.4.1   Writing: Students write for different purposes and audiences. Students write clear AREA / AREA / STANDARD     STANDARD   C.1.4.1   Writing: Students write for different purposes and audiences. Students write clear AREA     STANDARD   C.1.4.1   Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.     STANDARD   PA.C.1.3   Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.     STANDARD   C.1.4.1   Write routinely over extended time frames (time for research, reflection, and revision) an eded.     STANDARD   C.1.4.1   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.     STANDARD   S.1.   Speaking and Listening: Students present appropriately	AREA /	Narrative: Conventions of Language
STANDARD R.2.   DESCRIPTOR/ C.1.4.1. Spell works drawing on common spelling patterns, phonemic awareness, and spelling conventions.   SUBJECT / STANDARD R.3. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.   STANDARD R.1. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.   STANDARD C.1.4.1. Writing students write for different purposes and audiences. Students write clear aneeded.   STANDARD PA.C.1. Writing students write for different purposes and audiences. Students write clear aneeded.   STANDARD PA.C.1. Write routinely over extended time frames (time for research, reflection, and revision) and storter time trames (a single sitting or a day or two) for a range of disclptine-specific tasks, purposes, and audiences.   STANDARD S.1. Speaking and Listening: Students present appropriately in formal speaking situations, isten critically, and respond intelligently as individuals or in group discussions.   STANDARD C.1.5.1. Participate in collaboration: collaborative Discussion and and larger groups.   STANDARD C.1.5.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	STANDARD	
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STANDARD AREA5.1.situations, listen critically, and respond intelligently as individuals or in group discussions.STANDARD AREA / STANDARDComprehension and Collaboration: Collaborative DiscussionSTANDARD AREA / STANDARDCC.1.5.1.PARCC.1. STANDARDParticipate in collaborative conversations with peers and adults in small and larger groups.SUBJECT / STANDARD AREAPA.CC.1.STANDARD AREASpeaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.STANDARD AREAC.C.1.5.1.STANDARD AREA / STANDARDC.C.1.5.1.Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.SUBJECT / STANDARD AREA / STANDARDPA.CC.1.Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.STANDARD AREA / STANDARD AREA / STANDARDPresentation of Knowledge and Ideas: ContextSTANDARD AREA / STANDARDPresentation of Knowledge and Ideas: ContextSTANDARD AREA / STANDARDSpeaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.STANDARD AREA / STANDARDC.1.1.PA.CC.1. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or	STANDARD	 and shorter time frames (a single sitting or a day or two) for a range of discipline-
AREA / STATEMENTCC.1.5.1.Participate in collaborative conversations with peers and adults in small and larger groups.SUBJECT / STANDARDPA.CC.1. 	STANDARD	situations, listen critically, and respond intelligently as individuals or in group
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C.information or clarify something that is not understood.SUBJECT / STANDARD AREAPA.CC.1. S.1.Speaking and Listening: Students present appropriately in formal speaking 	AREA /	Comprehension and Collaboration: Evaluating Information
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AREA / STATEMENTCC.1.5.1.Produce complete sentences when appropriate to task and situation.STANDARDCC.1.5.1.Produce complete sentences when appropriate to task and situation.SUBJECT / STANDARD AREAPA.CC.1.Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.STANDARD AREA / STATEMENTConventions of Standard English Demonstrate command of the conventions of standard English when speaking, based	STANDARD	situations, listen critically, and respond intelligently as individuals or in group
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STANDARD AREA5.1.situations, listen critically, and respond intelligently as individuals or in group discussions.STANDARD AREA / STATEMENTConventions of Standard English STANDARDSTANDARD STANDARDCC.1.5.1.Demonstrate command of the conventions of standard English when speaking, based	STANDARD	 Produce complete sentences when appropriate to task and situation.
AREA /   STATEMENT   STANDARD   CC.1.5.1.   Demonstrate command of the conventions of standard English when speaking, based	STANDARD	situations, listen critically, and respond intelligently as individuals or in group
	STANDARD AREA /	Conventions of Standard English

# Pennsylvania Academic Standards

Language Arts

		Glade 1 - Adopted. 2014
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonological Awareness
STANDARD	CC.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / STANDARD	CC.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.1. C.4.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.1. D.1.	Identify common consonant diagraphs, final-e, and common vowel teams.
DESCRIPTOR / STANDARD	CC.1.1.1. D.2.	Decode one- and two-syllable words with common patterns.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.1. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.1. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.1. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Keyldeas and Details: Main Idea
STANDARD	CC.1.2.1. A.	Identify the main idea and retell key details of text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.1. B.	Ask and answer questions about key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary

STANDARD	CC.1.2.1. F.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Diverse Media
STANDARD	CC.1.2.1. G.	Use the illustrations and details in a text to describe its key ideas.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.1. H.	Identify the reasons an author gives to support points in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.1. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.1. L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Keyldeas and Details: Theme
STANDARD	CC.1.3.1. A.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		KeyIdeas and Details: Text Analysis
STANDARD	CC.1.3.1. B.	Ask and answer questions about key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.1. C.	Describe characters, settings, and major events in a story, using key details.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.1.	Identify words and phrases in stories or poems that suggest feelings or appeal to the

		senses.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.1. G.	Use illustrations and details in a story to describe characters, setting, or events.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.1. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.1. K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory
STANDARD	CC.1.4.1. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
STANDARD	CC.1.4.1. B.	Identify and write about one specific topic.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.1. C.	Develop the topic with two or more facts.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.1. D.	Group information and provide some sense of closure.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.1. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

STANDARD	F.2.	
DESCRIPTOR / STANDARD	CC.1.4.1. F.3.	. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.1. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. L.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD	CC.1.4.1. L.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.1. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. R.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD	CC.1.4.1. R.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.1. T.	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Conducting Research
STANDARD	CC.1.4.1. V.	Participate in individual or shared research and writing projects.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.1. W.	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.1. X.	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.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

STATEMENT		
STANDARD	CC.1.5.1. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.1. C.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Multimedia
STANDARD	CC.1.5.1. F.	Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.1. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

# Pennsylvania Academic Standards

### Language Arts

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SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonological Awareness
STANDARD	CC.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / STANDARD	CC.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.1. C.4.	lsolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.1. D.1.	Identify common consonant diagraphs, final-e, and common vowel teams.
DESCRIPTOR /	CC.1.1.1.	Decode one- and two-syllable words with common patterns.

STANDARD	D.2.	IL
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.1. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.1. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.1. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.1. K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Keyldeas and Details: Theme
STANDARD	CC.1.3.1. A.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.1. B.	Ask and answer questions about key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.1. C.	Describe characters, settings, and major events in a story, using key details.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.1. F.	ldentify words and phrases in stories or poems that suggest feelings or appeal to the senses.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.1. G.	Use illustrations and details in a story to describe characters, setting, or events.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.1. I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.1. K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.1. E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.1. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. F.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD	CC.1.4.1. F.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.1. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. L.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD	CC.1.4.1. L.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.1. M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.1. N.	Establish who and what the narrative will be about.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD		Narrative: Content

AREA / STATEMENT		
STANDARD	CC.1.4.1. O.	Include thoughts and feelings to describe experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.1. P.	Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.1. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. R.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD	CC.1.4.1. R.3.	Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.1. T.	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.1. X.	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.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.1. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.1. C.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.

	5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
		Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

### Pennsylvania Academic Standards

# Language Arts

SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonological Awareness
STANDARD	CC.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / STANDARD	CC.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.1. C.4.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.1. D.1.	Identify common consonant diagraphs, final-e, and common vowel teams.
DESCRIPTOR / STANDARD	CC.1.1.1. D.2.	Decode one- and two-syllable words with common patterns.
SUBJECT / STANDARD AREA	PA.CC.1. 1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.1. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.1. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Keyldeas and Details: Theme
STANDARD	CC.1.3.1. A.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis

SUBJECT / STANDARD	PA.CC.1. 3.1.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas
AREA	3.1.	and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.1. C.	Describe characters, settings, and major events in a story, using key details.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.1. F.	ldentify words and phrases in stories or poems that suggest feelings or appeal to the senses.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.1. G.	Use illustrations and details in a story to describe characters, setting, or events.
SUBJECT / STANDARD AREA	PA.CC.1. 3.1.	Reading Literature: 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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.1. K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.1. E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	F.	grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	F.2.	
DESCRIPTOR / STANDARD	F.3.	spelling conventions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	L.	grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	L.2.	Use end punctuation; use commas in dates and words in series.
DESCRIPTOR / STANDARD		Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

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SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.1. M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.1. N.	Establish who and what the narrative will be about.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.1. O.	Include thoughts and feelings to describe experiences and events.
SUBJECT / STANDARD AREA	PA.CC.1. 4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.1. P.	Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
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STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.1. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.1. R.2.	Use end punctuation; use commas in dates and words in series.
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STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.1. T.	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD		Comprehension and Collaboration: Collaborative Discussion

AREA / STATEMENT		
STANDARD	CC.1.5.1. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.1. C.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
SUBJECT / STANDARD AREA	PA.CC.1. 5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.1. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

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