

Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.3.** Orally produce single-syllable words, including consonant blends and digraphs.

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 digraphs, final-e, and common vowel teams.

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
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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		Key Ideas and Details: Literary Elements
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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		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. .	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		Vocabulary Acquisition and Use
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.

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.**

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.**

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: 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.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 1 - Adopted: 2014

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.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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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.
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STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.3.1. K.	Read and comprehend literature on grade level, reading independently and proficiently.
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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.1. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information.
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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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STANDARD	CC.1.4.1. B.	Identify and write about one specific topic.
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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.
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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: 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.
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.
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.
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: 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		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.

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Pennsylvania Core and Academic Standards

Language Arts

Grade 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.1.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / STANDARD	CC.1.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.1.1. C.2.	Count, pronounce, blend, and segment syllables in spoken and written words.

DESCRIPTOR / STANDARD	CC.1.1.1. C.3.	Orally produce single-syllable words, including consonant blends and digraphs.
DESCRIPTOR / STANDARD	CC.1.1.1. C.4.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.1. C.5.	Add or substitute individual sounds (phonemes) in one-syllable words to make new 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 digraphs, final-e, and common vowel teams.
DESCRIPTOR / STANDARD	CC.1.1.1. D.3.	Read grade-level words with inflectional endings.
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.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		Key Ideas 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: 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		Integration of Knowledge and Ideas: Sources of Information
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STANDARD	CC.1.3.1. G.	Use illustrations and details in a story to describe characters, setting, or events.
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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		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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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		Range of Reading
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STANDARD	CC.1.3.1. K.	Read and comprehend literature on grade level, reading independently and proficiently.
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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		Informative/Explanatory: Conventions of Language
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STANDARD	CC.1.4.1. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD	CC.1.4.1. F.3.	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		Opinion/Argumentative: Conventions of Language
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STANDARD	CC.1.4.1. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD	CC.1.4.1. L.3.	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: 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.1.5.1.	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
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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
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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.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 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.
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STANDARD AREA / STATEMENT		Phonological Awareness
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STANDARD	CC.1.1.1.C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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DESCRIPTOR / STANDARD	CC.1.1.1.C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
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DESCRIPTOR / STANDARD	CC.1.1.1.C.2.	Count, pronounce, blend, and segment syllables in spoken and written words.
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DESCRIPTOR / STANDARD	CC.1.1.1.C.3.	Orally produce single-syllable words, including consonant blends and digraphs.
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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 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 digraphs, final-e, and common vowel teams.**

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: 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: 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 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

STANDARD **CC.1.3.1.J.** **Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.**

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: 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: 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.1.5.1.	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.
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Pennsylvania Core and Academic Standards

Language Arts

Grade 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		Phonics and Word Recognition
STANDARD	CC.1.1.1.1. 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 digraphs, final-e, and common vowel teams.
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		Key Ideas 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: 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		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.1.3.1.1	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		Vocabulary Acquisition and Use
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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: 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.1.5.1.	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.
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Week 04: Pre-Writing, p. 57-63

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.
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DESCRIPTOR / STANDARD	CC.1.1.1. C.3.	Orally produce single-syllable words, including consonant blends and digraphs.
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 digraphs, final-e, and common vowel teams.
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		Key Ideas 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: 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		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		Vocabulary Acquisition and Use
STANDARD	CC.1.3.1.J	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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.1.5.1.	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.

Week 05: Pre-Writing, p. 65-71

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.
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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.3.	Orally produce single-syllable words, including consonant blends and digraphs.
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 digraphs, final-e, and common vowel teams.
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: 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: 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		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

STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.1.	Capitalize dates and names of people.
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.1.	Capitalize dates and names of people.
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.1.	Capitalize dates and names of people.
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.
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Week 06: Pre-Writing, p. 73-79

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.
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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.2.	Count, pronounce, blend, and segment syllables in spoken and written words.
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DESCRIPTOR / STANDARD	CC.1.1.1. C.3.	Orally produce single-syllable words, including consonant blends and digraphs.
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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.
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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 digraphs, final-e, and common vowel teams.
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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.
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STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
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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: 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		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
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.

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.**

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.**

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.**

Week 07: Pre-Writing, p. 81-87

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.1.	Identify common consonant digraphs, final-e, and common vowel teams.
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		Key Ideas 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: 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		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.1.3.1.1. 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

Vocabulary Acquisition and Use

STANDARD CC.1.3.1.J. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

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: 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.

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.

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.

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
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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
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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.

Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

Pennsylvania Core and Academic Standards

Language Arts

Grade 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
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STANDARD	CC.1.1.1.C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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DESCRIPTOR / STANDARD CC.1.1.1.C.3. Orally produce single-syllable words, including consonant blends and digraphs.

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
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STANDARD	CC.1.1.1.D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD	CC.1.1.1. D.1.	Identify common consonant digraphs, final-e, and common vowel teams.
DESCRIPTOR / STANDARD	CC.1.1.1. D.3.	Read grade-level words with inflectional endings.
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.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		Key Ideas 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: 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		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
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

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: 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.
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.
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.
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 **Presentation of Knowledge and Ideas: Context**

STANDARD CC.1.5.1.E. Produce complete sentences when appropriate to task and situation.

Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.2. Count, pronounce, blend, and segment syllables in spoken and written words.

DESCRIPTOR / STANDARD CC.1.1.1.C.4. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

DESCRIPTOR / STANDARD CC.1.1.1.C.5. Add or substitute individual sounds (phonemes) in one-syllable words to make new 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.
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		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
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.

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
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STANDARD	CC.1.4.1.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD	CC.1.4.1.L.2.	Use end punctuation; use commas in dates and words in series.
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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: Conventions of Language
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STANDARD	CC.1.4.1.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD	CC.1.4.1.R.2.	Use end punctuation; use commas in dates and words in series.
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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		Production and Distribution of Writing: Writing Process
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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.1.4.1.** **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
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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.
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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 AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.1.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
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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 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.

Week 10: Unit 2 Writing from Notes, p. 109-115

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.2. Count, pronounce, blend, and segment syllables in spoken and written 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 digraphs, final-e, and common vowel teams.

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
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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		Key Ideas and Details: Theme
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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: 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		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		Vocabulary Acquisition and Use
STANDARD	CC.1.3.1.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.1.	Capitalize dates and names of people.
DESCRIPTOR / STANDARD	CC.1.4.1. F.2.	Use end punctuation; use commas in dates and words in series.
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.1.	Capitalize dates and names of people.
DESCRIPTOR / STANDARD	CC.1.4.1. L.2.	Use end punctuation; use commas in dates and words in series.
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.1.	Capitalize dates and names of people.
DESCRIPTOR / STANDARD	CC.1.4.1. R.2.	Use end punctuation; use commas in dates and words in series.
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.1.5.1.	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 **Presentation of Knowledge and Ideas: Context**

STANDARD CC.1.5.1. E. Produce complete sentences when appropriate to task and situation.

Week 11: Unit 2 Writing from Notes, p. 117-123

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.2. Count, pronounce, blend, and segment syllables in spoken and written words.

DESCRIPTOR / STANDARD CC.1.1.1. C.3. Orally produce single-syllable words, including consonant blends and digraphs.

DESCRIPTOR / STANDARD CC.1.1.1. C.4. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

DESCRIPTOR / STANDARD CC.1.1.1. C.5. Add or substitute individual sounds (phonemes) in one-syllable words to make new 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.
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		Key Ideas 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: 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		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		Vocabulary Acquisition and Use
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.
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.
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.
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
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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.1.4.1.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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STANDARD AREA / STATEMENT		Range of Writing
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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.
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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.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.1. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
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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.
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STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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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.
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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.
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STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
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STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
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Week 12: Unit 2 Writing from Notes, p. 125-132

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.
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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.3.	Orally produce single-syllable words, including consonant blends and digraphs.
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 digraphs, final-e, and common vowel teams.
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.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		Key Ideas 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: 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		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
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.1.	Capitalize dates and names of people.
DESCRIPTOR / STANDARD	CC.1.4.1. F.2.	Use end punctuation; use commas in dates and words in series.
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.1.	Capitalize dates and names of people.

DESCRIPTOR / STANDARD	CC.1.4.1.L.2.	Use end punctuation; use commas in dates and words in series.
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.1.	Capitalize dates and names of people.
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DESCRIPTOR / STANDARD	CC.1.4.1.R.2.	Use end punctuation; use commas in dates and words in series.
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		Presentation of Knowledge and Ideas: Context

STANDARD	CC.1.5.1.E.	Produce complete sentences when appropriate to task and situation.
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Week 13: Unit 2 Writing from Notes, p. 133-139

Pennsylvania Core and 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		Phonics and Word Recognition
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STANDARD	CC.1.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD	CC.1.1.1.1. D.1.	Identify common consonant digraphs, final-e, and common vowel teams.
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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: Theme
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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: Literary Elements
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STANDARD	CC.1.3.1. C.	Describe characters, settings, and major events in a story, using key details.
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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		Integration of Knowledge and Ideas: Sources of Information
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STANDARD	CC.1.3.1. G.	Use illustrations and details in a story to describe characters, setting, or events.
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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		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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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		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: 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.
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.
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.
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		Presentation of Knowledge and Ideas: Context

STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
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Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.
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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		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 digraphs, final-e, and common vowel teams.
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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.
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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: 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		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		Vocabulary Acquisition and Use
STANDARD	CC.1.3.1.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.
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.
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.
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: 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 Presentation of Knowledge and Ideas: Context

STANDARD CC.1.5.1.E. Produce complete sentences when appropriate to task and situation.

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.1. Identify common consonant digraphs, final-e, and common vowel teams.

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.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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		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		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		Vocabulary Acquisition and Use
STANDARD	CC.1.3.1.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

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
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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: Conventions of Language
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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.

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
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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.

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
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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.

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
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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.1.5.1.	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.
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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 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.
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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 AREA / STATEMENT		Presentation of Knowledge and Ideas: Context

STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
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Week 16: Unit 3 Retelling Narrative Stories, p. 161-168

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.3.	Orally produce single-syllable words, including consonant blends and digraphs.
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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		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.
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		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
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.

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.**

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.**

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.1.5.1.** **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		Presentation of Knowledge and Ideas: Context
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STANDARD CC.1.5.1. Produce complete sentences when appropriate to task and situation.
E.

Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

Pennsylvania Core and Academic Standards

Language Arts

Grade 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
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STANDARD	CC.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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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.3. Orally produce single-syllable words, including consonant blends and digraphs.

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
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STANDARD	CC.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD CC.1.1.1. D.1. Identify common consonant digraphs, final-e, and common vowel teams.

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
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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		Key Ideas and Details: Literary Elements
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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		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. .	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		Vocabulary Acquisition and Use
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.

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.**

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.**

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.1.5.1.** **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		Presentation of Knowledge and Ideas: Context
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STANDARD CC.1.5.1. E. Produce complete sentences when appropriate to task and situation.

Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

Pennsylvania Core and Academic Standards

Language Arts

Grade 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		Phonics and Word Recognition
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STANDARD	CC.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD CC.1.1.1. D.1. Identify common consonant digraphs, final-e, and common vowel teams.

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
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STANDARD	CC.1.1.1. E.	Read with accuracy and fluency to support comprehension.
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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.1.2.1. **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
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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		Integration of Knowledge and Ideas: Diverse Media
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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
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STANDARD	CC.1.2.1.H.	Identify the reasons an author gives to support points in a text.
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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: Literary Elements
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STANDARD	CC.1.3.1.C.	Describe characters, settings, and major events in a story, using key details.
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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		Integration of Knowledge and Ideas: Sources of Information
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STANDARD	CC.1.3.1.G.	Use illustrations and details in a story to describe characters, setting, or events.
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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		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.1.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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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		Range of Reading
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STANDARD	CC.1.3.1.K.	Read and comprehend literature on grade level, reading independently and proficiently.
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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		Informative/Explanatory
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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: 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.
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.
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.

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
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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.1.4.1.** **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
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STANDARD	CC.1.4.1.W.	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
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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		Range of Writing
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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.
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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 AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.1.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
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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 AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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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.
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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 AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
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STANDARD CC.1.5.1. E. Produce complete sentences when appropriate to task and situation.

Week 19: Unit 4 Summarizing a Reference, p. 1870193

Pennsylvania Core and Academic Standards

Language Arts

Grade 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
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STANDARD	CC.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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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
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STANDARD	CC.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD CC.1.1.1. D.1. Identify common consonant digraphs, final-e, and common vowel teams.

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
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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		Integration of Knowledge and Ideas: Diverse Media
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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
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STANDARD	CC.1.2.1.H.	Identify the reasons an author gives to support points in a text.
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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: Literary Elements
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STANDARD	CC.1.3.1.C.	Describe characters, settings, and major events in a story, using key details.
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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		Integration of Knowledge and Ideas: Sources of Information
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STANDARD	CC.1.3.1.G.	Use illustrations and details in a story to describe characters, setting, or events.
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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		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.1.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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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		Range of Reading
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STANDARD	CC.1.3.1.K.	Read and comprehend literature on grade level, reading independently and proficiently.
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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		Informative/Explanatory: Conventions of Language
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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: 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		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		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.

Week 20: Unit 4 Summarizing a Reference, p. 195-201

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.1.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / STANDARD	CC.1.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.1.1. C.3.	Orally produce single-syllable words, including consonant blends and digraphs.
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.1.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.1.1. D.1.	Identify common consonant digraphs, final-e, and common vowel teams.
DESCRIPTOR / STANDARD	CC.1.1.1.1. D.3.	Read grade-level words with inflectional endings.
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.1.1.1.1. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1.1. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUBJECT / STANDARD AREA	PA.CC.1. 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		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.1.3.1.	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		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		Vocabulary Acquisition and Use

STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.

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.**

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.**

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		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.

Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

Pennsylvania Core and Academic Standards

Language Arts

Grade 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		Phonics and Word Recognition
STANDARD	CC.1.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / STANDARD CC.1.1.1.1. D.1. Identify common consonant digraphs, final-e, and common vowel teams.

DESCRIPTOR / STANDARD CC.1.1.1.1. D.4. Read grade-appropriate irregularly spelled words.

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
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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		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
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.
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.

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.

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
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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
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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
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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
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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		Presentation of Knowledge and Ideas: Context
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STANDARD CC.1.5.1. E. Produce complete sentences when appropriate to task and situation.

Week 22: Unit 5 Writing from Pictures, p. 215-221

Pennsylvania Core and Academic Standards

Language Arts

Grade 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		Phonics and Word Recognition
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STANDARD	CC.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / STANDARD CC.1.1.1. D.1. Identify common consonant digraphs, final-e, and common vowel teams.

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
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STANDARD	CC.1.1.1. E.	Read with accuracy and fluency to support comprehension.
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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.1.2.1.** **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
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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		Key Ideas and Details: Literary Elements
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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 **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 **Vocabulary Acquisition and Use**

STANDARD CC.1.3.1.J. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

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: 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.

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.
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.
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: 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		Presentation of Knowledge and Ideas: Context

STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
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Week 23: Unit 5 Writing from Pictures, p. 223-229

Pennsylvania Core and Academic Standards

Language Arts

Grade 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		Phonics and Word Recognition
STANDARD	CC.1.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / STANDARD	CC.1.1.1.1. D.1.	Identify common consonant digraphs, final-e, and common vowel teams.
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DESCRIPTOR / STANDARD	CC.1.1.1.1. D.3.	Read grade-level words with inflectional endings.
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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.
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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: Literary Elements

STANDARD	CC.1.3.1. C.	Describe characters, settings, and major events in a story, using key details.
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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		Integration of Knowledge and Ideas: Sources of Information
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STANDARD	CC.1.3.1.G.	Use illustrations and details in a story to describe characters, setting, or events.
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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		Vocabulary Acquisition and Use: Strategies
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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.
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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		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.1.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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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		Range of Reading
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STANDARD	CC.1.3.1.K.	Read and comprehend literature on grade level, reading independently and proficiently.
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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		Informative/Explanatory: Conventions of Language
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STANDARD	CC.1.4.1.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD	CC.1.4.1.F.2.	Use end punctuation; use commas in dates and words in series.
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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		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.
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.
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: 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		Presentation of Knowledge and Ideas: Context

STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
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Week 24: Unit 5 Writing from Pictures, p. 231-237

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.1.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

DESCRIPTOR / STANDARD	CC.1.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
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DESCRIPTOR / STANDARD	CC.1.1.1.1. C.3.	Orally produce single-syllable words, including consonant blends and digraphs.
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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		Phonics and Word Recognition
STANDARD	CC.1.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / STANDARD	CC.1.1.1.1. D.1.	Identify common consonant digraphs, final-e, and common vowel teams.
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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: 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		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
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.1.	Capitalize dates and names of people.
DESCRIPTOR / STANDARD	CC.1.4.1. F.2.	Use end punctuation; use commas in dates and words in series.
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.1.	Capitalize dates and names of people.
DESCRIPTOR / STANDARD	CC.1.4.1.L.2.	Use end punctuation; use commas in dates and words in series.
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.1.	Capitalize dates and names of people.
DESCRIPTOR / STANDARD	CC.1.4.1.R.2.	Use end punctuation; use commas in dates and words in series.
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: 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		Presentation of Knowledge and Ideas: Context

STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
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Week 25: Introduction to Unit 7 Inventive Writing, p. 239-247

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.1.	Identify common consonant digraphs, final-e, and common vowel teams.
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.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		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		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
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.
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.
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.
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: 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		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.

Week 26: Unit 7 Inventive Writing, p. 249-255

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.1.	Identify common consonant digraphs, final-e, and common vowel teams.
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		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
STANDARD	CC.1.3.1.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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
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STANDARD	CC.1.4.1. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information.
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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		Informative/Explanatory: Focus
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STANDARD	CC.1.4.1. B.	Identify and write about one specific topic.
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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		Informative/Explanatory: Content
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STANDARD	CC.1.4.1. C.	Develop the topic with two or more facts.
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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		Informative/Explanatory: Conventions of Language
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STANDARD	CC.1.4.1. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD	CC.1.4.1. F.2.	Use end punctuation; use commas in dates and words in series.
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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		Opinion/Argumentative: Conventions of Language
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STANDARD	CC.1.4.1. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD	CC.1.4.1. L.2.	Use end punctuation; use commas in dates and words in series.
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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: 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.
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: 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		Presentation of Knowledge and Ideas: Context

STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.
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Week 27: Unit 7 Inventive Writing, p. 257-263

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.1.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

DESCRIPTOR / STANDARD	CC.1.1.1.1. C.1.	Distinguish long from short vowel sounds in spoken single-syllable words.
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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		Phonics and Word Recognition
STANDARD	CC.1.1.1.1. D.	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / STANDARD	CC.1.1.1.1. D.1.	Identify common consonant digraphs, final-e, and common vowel teams.
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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: Literary Elements

STANDARD	CC.1.3.1.1. C.	Describe characters, settings, and major events in a story, using key details.
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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		Integration of Knowledge and Ideas: Sources of Information

STANDARD	CC.1.3.1.1. G.	Use illustrations and details in a story to describe characters, setting, or events.
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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.
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STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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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.
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STANDARD AREA / STATEMENT		Range of Reading
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STANDARD	CC.1.3.1. K.	Read and comprehend literature on grade level, reading independently and proficiently.
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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory
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STANDARD	CC.1.4.1. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information.
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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Focus
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STANDARD	CC.1.4.1. B.	Identify and write about one specific topic.
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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Content
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STANDARD	CC.1.4.1. C.	Develop the topic with two or more facts.
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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.
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STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
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STANDARD	CC.1.4.1. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD	CC.1.4.1. F.2.	Use end punctuation; use commas in dates and words in series.
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.
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.
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: 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 Presentation of Knowledge and Ideas: Context

STANDARD CC.1.5.1.E. Produce complete sentences when appropriate to task and situation.

Week 28: Revisiting Units 1 and 2, p. 267-273

Pennsylvania Core and Academic Standards

Language Arts

Grade 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 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.

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.2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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.1.3.1.	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
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: Conventions of Language
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STANDARD	CC.1.4.1.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD CC.1.4.1.F.2. Use end punctuation; use commas in dates and words in series.

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
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STANDARD	CC.1.4.1.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD CC.1.4.1.L.2. Use end punctuation; use commas in dates and words in series.

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
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STANDARD	CC.1.4.1.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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DESCRIPTOR / STANDARD CC.1.4.1.R.2. Use end punctuation; use commas in dates and words in series.

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
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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
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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
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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
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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		Presentation of Knowledge and Ideas: Context
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STANDARD CC.1.5.1.E. Produce complete sentences when appropriate to task and situation.

Week 29: Revisiting Unit 3, p. 275-282

Pennsylvania Core and Academic Standards

Language Arts

Grade 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		Phonics and Word Recognition
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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 digraphs, final-e, and common vowel teams.

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
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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		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		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. .	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		Vocabulary Acquisition and Use
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.
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.
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: 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.
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: 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		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.1. E.	Produce complete sentences when appropriate to task and situation.

Week 30: Revisiting Unit 4, p. 283-290

Pennsylvania Core and Academic Standards

Language Arts

Grade 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.1.1.1.1. C.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / STANDARD	CC.1.1.1.1. 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.1.	Identify common consonant digraphs, final-e, and common vowel teams.
DESCRIPTOR / STANDARD	CC.1.1.1. D.3.	Read grade-level words with inflectional endings.
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		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
STANDARD	CC.1.3.1. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
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: 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.
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.
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.

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
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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.1.4.1.** **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
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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.
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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 AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
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STANDARD	CC.1.5.1.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
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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 AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
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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.
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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 AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
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STANDARD	CC.1.5.1.E.	Produce complete sentences when appropriate to task and situation.
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