

Young Scholars of Western Pennsylvania Charter School

1st Language Arts YSWPCS Copy

- Unit / Theme

Unit 2

Theme: Our Families, Our Neighbors

Integrated Skills and Concepts

Week 1: Animal Families - Listen for short o, summarize, main idea and details, nouns and writing a report

Extended Reading Texts:

Day 2: The Kissing Hand

Day 4: The Berenstain Bears

Week 2: Helping Out - Listen for short e, summarize, retell, plural nouns, and writing how-to sentences

Extended Reading Texts:

Day 2: Amerlia Bedelia Bakes Off

Day 4: Dragons Love Tacos

Week 3: Our Neighborhood - Listen for s blends/r blends, summarize, main idea and details, irregular plural nouns and writing a report

Extended Reading Texts:

Day 2: The Papaerboy

Day 4: Curious George Neighborhood Friends

Week 4: At Home - Listen for short u, visualize, plot, proper nouns, and writing a story

Extended Reading Texts:

Day 2: Three Little Kittens

Day 4: Around the World We Go

Week 5: Neighborhood Fun - Listen for digraphs th/sh/-ng, visualize, retell, days, months, and holidays, writing a story

Extended Reading Texts:

Day 2: Where the Wild Things Are

Day 4: My Neighborhood: Places and Faces

High Frequency Words

Week 1: her, our, they, two, fly, best

Week 2: eat, no, of, some, who, round

Week 3: live, many, out, place, thank, these

Week 4: again, could, make, one, then, three

Week 5: all, put, show, together, under, want

Phonics/ Spelling

Week 1: short o- hop, top, log, hog, hot, lot, our, they

Week 2: short e - leg, beg, men, hen, let, get, no, some

Week 3: s blends, r blends- spill, spin, grab, grass, drip, drop, out, many

Week 4: short u - run, fun, nut, cut, bug, rug, could, one

Week 5: Consonant Digraphs th, sh, -ng - fish, shop, ship, with, then, thank, want, all

Vocabulary

Week 1: guide, protect, provide, separate, wild

Week 2: appreciate, cooperate, partner, responsibility, scrumptious

Week 3: amazed, frequently, service, useful, variety

Week 4: collapse, company, construct, entire, material

Week 5: audience, brilliant, enjoy, entertain, performance

Assessment(s)

Weekly Spelling Test, Weekly Assessment, Unit Assessment, Monthly Writing

OCDEL Standards

1.1 Learning to Read Independently

A. Demonstrate CONCEPT OF PRINT, how print is organized and used in reading and writing tasks

B. Demonstrate PHONEMIC AWARENESS, the ability to hear and manipulate sounds in spoken words

C. Demonstrate knowledge of the

ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words

D. Demonstrate FLUENCY, the ability to read

grade level text orally with accuracy, appropriate rate and expression

E. Demonstrate a rich listening and

speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning

1.2 Reading Critically in All Content Areas

A. Identify, analyze and apply knowledge of the elements of a variety of informational texts to demonstrate an understanding of the information presented

1.3 Reading, Interpreting, and Analyzing Literature

A. Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection

1.4 Types of Writing

Informational

Develop and demonstrate the writing of informational pieces that provides information related real-world tasks

cc.1.4.1.r demonstrate a grade appropriate command of conventions capitalize dates and names of people

use end punctuation
spell words drawing on common spelling patterns

Common Core Standards

CC.1.1.1.B:

Demonstrate understanding of the organization and basic features of print.

CC.1.4.1.B: Identify and write about one specific topic.

CC.1.1.1.D:

Know and apply grade level phonics and word analysis skills in decoding words.

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

CC.1.2.1.A: Identify the main idea and retell key details of text.

CC.1.2.1.B: Ask and answer questions about key details in a text.

CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.3.1.B: Ask and answer questions about key details in a text.

CC.1.4.1.A: Write informative/ explanatory texts to examine a topic and convey ideas and information.

CC.1.4.1.B: Identify and write about one specific topic.

CC.1.2.1.E: Use various text features and search tools to locate key facts or information in a text.

CC.1.4.1.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.

- Unit / Theme

Unit 1

Theme: All About Us

Integrated Skills and Concepts

Week 1: We are Special - listen for short a, analyze story structure, character and setting, writing sentences and personal narratives

Extended Reading Texts:

Day 2: Elmer

Day 4: Pinduli

Week 2: Ready, Set, Move! - listen for short a, analyze story structure, sequence of events, word order, writing personal narratives

Extended Reading Texts:

Day 2: Things That Go

Day 4: Tractors

Week 3: Growing Up - listen for short i, analyze text structure, sequence of events, writing statements and descriptive sentences

Extended Reading Texts:

Day 2: Love You Forever

Day 4: When I Grow Up

Week 4: Pets - listen for blends, l blends, analyze story structure, plot, questions and exclamations, writing descriptive sentences

Extended Reading Texts:

Day 2: The Perfect Companion

Day 4: Hi, Cat

Week 5: Playing Together - listen for end blends, end blends, analyze text structure, author's purpose, writing sentences and personal narrative

Extended Reading Texts:

Day 2: Frog and Toad All Year Long

Day 4: My Best Friend Francis

High Frequency Words

Week 1: jump, not, up, has, read

Week 2: it, over, to, fast, may

Week 3: be, ride, run, sit, sing

Week 4: come, down, good, pull, wish

Week 5: help, now, use, very, stop

Phonics/ Spelling

Week 1: short a - man, ran, can, cat, hat, mat; not, up

Week 2: short a - dad, sad, nap, tap, sack, back; it, too

Week 3: short i - pin, win, hit, sit, miss, kiss; be run

Week 4: l blends - clip, flip, slip, flag, black, plan; come, good

Week 5: admire, challenging, charity, focus, offer

Vocabulary

Week 1: cheerful, genuine, interest, prefer, unique

Week 2: energy, exhausted, express, movements, stretch

Week 3: adult, change, imitate, learn, practice

Week 4: adorable, dear, needs, sensible, train

Week 5: final blends - land, sand, fast, past, sink, wink; flip, black, very use

Assessment(s)

Weekly Spelling Test, Weekly Assessment, Unit Assessment, Monthly Writing

OCDEL Standards

1.1 Learning to Read Independently

A. Demonstrate CONCEPT OF PRINT, how print is organized and used in reading and writing tasks

B. Demonstrate PHONEMIC AWARENESS, the ability to hear and manipulate sounds in spoken words

C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words

D. Demonstrate FLUENCY, the ability to read grade level text orally with accuracy, appropriate rate and expression

E. Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning

1.3 Reading, Interpreting, and Analyzing Literature

A. Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection

1.4 Types of Writing

Develop and demonstrate the writing of narrative pieces that include a main idea based on read, imagined or personal events, characters and a sequence of events

cc.1.2.1.c. Describe the connection between two individual, events, ideas, or pieces of information in a text

cc.1.4.1.e choose words and phrases for effect

Common Core Standards

PA Common Core

CC.1.4.1.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.1.M: Write narratives to develop real or imagined experiences or events.

CC.1.1.1.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.

CC.1.4.1.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.1.N: Establish “who” and “what” the narrative will be about.

CC.1.2.1.H: Identify the reasons an author gives to support points in a text.

CC.1.4.1.P:

Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

CC.1.4.1.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

- Unit / Theme

Unit 3

Theme: Have Fun!

Integrated Skills and Concepts

Week 1: Let's Laugh - listen for long a: a_e, analyze story structure, retell, verbs, writing story and poem

Extended Reading Texts:

Day 2: Throw Your Tooth on a Roof

Day 4: Click Clack Moo

Week 2: Family Fun - Listen for long i: i_e, analyze story structure, make and confirm predictions, present-tense verbs, persuasive sentences

Extended Reading Texts:

Day 2: Berenstain Bear Family reunion

Day 4: Me and my Mom

Week 3: Making Art - listen for ch, tch, wh, ph, monitor comprehension/reread, main idea and details, past-and future-tense verbs, writing persuasive sentences

Extended Reading Texts:

Day 2: Snake Weaves a Rug

Day 4: The Art of Miss Chew

Week 4: Being Creative: listen for long o, long u, long e, monitor comprehension/reread, draw conclusions, grammar- is and are, writing descriptive sentences

Extended Reading Texts:

Day 2: Alphabet City

Day 4: Alphabet Soup

Week 5: Kids Around the World - listen for three-letter blends, monitor/ reread, compare and contrast, contractions with not, writing descriptive sentences

Extended Reading Texts:

Day 2: Listen To The Wind

Day 4: Hats, Hats, Hats

High Frequency Words

Week 1: away, school, today, way, why, both, found

Week 2: call, funny, how, more, so, there, which

Week 3: every, from, into, people, soon, your

Week 4: after, done, find, new, old, work, open, use

Week 5: any, boy, by, does, friends, girl, water

Phonics/ Spelling

Week 1: long a: a_e - make, take, came, game, gate, late; why, school

Week 2: long i: i_e; soft c and soft g - like, spike, ride, hide, bike, mine; how there

Week 3: consonant diagraphs ch, tch, wh, ph - whipe, whale, catch, match, chin, chop; your, from

Week 4: long o: o_e; long u: u_e, long e: e_e; silent letters kn, gn, wr - hope, nose, note, rope, cute, cube; old, new

Week 5: three-letter blends - strike, string, splash, split, scrub, scrap; does, girl

Vocabulary

Week 1: amuse, delighted, humorous, mood, ridiculous

Week 2: connectionws, possessions, relief, support, typical

Week 3: astonishing, complicated, continue, origional, talented

Week 4: create, hobby, inspire, resourceful, structure

Week 5: culture, custom, language, similar, skill

Assessment(s)

Weekly Spelling Test, Weekly Assessment, Unit Assessment, Monthly Writing

OCDEL Standards

1.1 Learning to Read Independently

A. Demonstrate CONCEPT OF PRINT, how

print is organized and used in reading and writing tasks

C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words

D. Demonstrate FLUENCY, the ability to read

grade level text orally with accuracy, appropriate rate and expression

E. Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning

1.3 Reading, Interpreting, and Analyzing Literature

A. Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection

1.4 Types of Writing

Persuasive
Develop and demonstrate persuasive writing that is used for the purpose of influencing the reader

1.5 Quality of writing

Progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing and publishing)

Common Core Standards

CC.1.1.1.E:

Read with accuracy and fluency to support comprehension:

CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.

CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic.

CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.4.1.J: Create an organizational structure that includes reasons and provides some sense of closure.

CC.1.4.1.K: Use a variety of words and phrases.

CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

- Unit / Theme

Unit 4

Theme: Let's Team Up

Integrated Skills and Concepts

Week 1: Teammates - Listen for long a (ai, ay), ask questions, make predictions, grammar- was and were, writing personal narrative

Extended Reading Texts:

Day 3:The Biggest valentine Ever!

Day 4:Berenstein Bears No Girls Allowed

Week 2: Family Time - Listen for long e (e, ee, ea, ie), ask questions, character and setting grammar- has and have, writing personal narrative

Extended Reading Texts:

Day 3:Me and My Family Tree

Day 4: My Family and Me

Week 3: Helping the Community - Listen for Long o (o, oa, ow, oe), ask questions, retell, grammar- go and do, writing a report

Extended Reading Texts:

Day 3: I will Help Others

Day 4:Millie Waits For the Mail

Week 4: Better Together - Listen for long i (i, y, igh, ie), visualize, plot, grammar- see and saw, writing a story

Extended Reading Texts:

Day 3: Alexander and the Wind- Up Mouse

Day 4:Frog and Toad Are Friends

Week 5: Animal Teams - Listen for long e (y, ey), visualize, retell, adverbs that tell when

Extended Reading Texts:

Day 3:Swimmy

Day 4:Bats Big Game

High Frequency Words

Week 1: across, carry, eight, once, saw, upon, walked, borrow, trip

Week 2: about, give, pretty, says, were, write, concentrate, splendid

Week 3: better, buy, change, move, difficult, ripe

Week 4: ball, head, never, should, shout, meadow, perhaps

Week 5: also, because, blue, or, other, until, beautiful, danger

Phonics/ Spelling

Week 1: long a - mail, chain, play, rain, way, day, walked, eight

Week 2: long e - me, feed, seat, we, keep, beak, give, write

Week 3: long o - low, boat, no, row, coat, go, move, better

Week 4: long i - find, night, ny, kind, right, my, never, should

Week 5: long e - bumpy, puppy, funny, penny, sandy, bunny, or, because

Vocabulary

Week 1: encourage, friendship, relationship, rely, suggest

Week 2: concerned, fortunate, member, share, trust

Week 3: accomplish, agree, argue, attempt, goal, difficult, ripe

Week 4: approach, assist, determined, quarrel, view, meadow, perhaps

Week 5: behavior, group, plead, soar, vivid, beautiful, danger

Assessment(s)

Weekly Spelling Test, Weekly Assessment, Unit Assessment, Monthly Writing

OCDEL Standards

1.1 Learning to Read Independently

A. Demonstrate CONCEPT OF PRINT, how

print is organized and used in reading
and writing tasks

B. Demonstrate PHONEMIC AWARENESS, the
ability to hear and manipulate sounds in
spoken words

C. Demonstrate knowledge of the
ALPHABETIC PRINCIPLE, the ability to
associate sounds with letters and use
these sounds to form words

D. Demonstrate FLUENCY, the ability to read

grade level text orally with accuracy,
appropriate rate and expression

E. Demonstrate a rich listening and
speaking VOCABULARY, the ability to
understand (receptive) and use
(expressive) words to acquire and convey
meaning

1.3 Reading, Analyzing, and Interpreting Literature

A. Identify, analyze and apply knowledge
of the elements of a variety of fiction
and literary texts to demonstrate an
understanding of a literary selection

1.4 Types of Writing

Narrative

Develop and demonstrate the writing of
narrative pieces that include a main idea
based on read, imagined or personal events,
characters and a sequence
of events

Common Core Standards

CC.1.1.1.C:

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

CC.1.2.1.B: Ask and answer questions about key details in a text.

CC.1.2.1.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.

CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

CC.1.4.1.C: Develop the topic with two or more facts.

CC.1.4.1.O: Include thoughts and feelings to describe experiences and events

CC.1.4.1.N: Establish “who” and “what” the narrative will be about.

CC.1.4.1.Q: Use a variety of words and phrases.

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.

- Unit / Theme

Unit 5

Theme: Nature Watch

Integrated Skills and Concepts

Week 1: In the Sky - listen for r-controlled vowels: er, ir, ur, generate questions, cause and effect, adjectives, writing descriptive sentences and poems

Extended Reading Texts:

Day 3: Why the Sky Is Far Away

Day 4: Cloudy With a Chance of Meatballs

Week 2: What Scientists Do - listen for r-controlled vowel: ar, generate questions, make inferences, adjectives that compare, writing a report

Day 3: What is a Scientist?

Day 4: The Scientific method

Week 3: What's the weather - listen for r-controlled vowel: or, generate questions, compare and contrast, synonyms and antonyms, writing a report

Extended Reading Texts:

Day 3: Pickles in Pittsburgh

Day 4: Pink Snow

Week 4: The Seasons - listen for diphthongs ou and ow, summarize, sequence of events, color words/number words, writing poems

Day 3: Green Eyes

Day 4: Hibernation

Week 5: Watching Animals Grow - listen for diphthongs oi and oy, summarize, sequence, prepositions and prepositional phrases, persuasive writing

Extended Reading Texts:

Day 3: Fat Cat

Day 4: Animal Babies

High Frequency Words

Week 1: another, climbed, full, poor, through

Week 2: grew, house, knew, would

Week 3: great, know, sound, their, warm

Week 4: against, below, fall, orange, observe, outline, scorch

Week 5: air, enough, eyes, learn, open

Phonics/ Spelling

Week 1: r-controlled vowels er, ir, ur - her, bird, fur, fern, dirt, burn; full through

Week 2: r-controlled vowel ar - cart, barn, arm, art, yarn, harm; would, house

Week 3: r-controlled vowels or, oar, ore; vowel diagraph ea as short e - born, cork, horn, corn, fork, pork; know, great

Week 4: vowel diphthongs ou and ow - cow, town, mouse, how, out, mouth; fall, sure

Week 5: vowel diphthongs oi and oy - spoil, coin, join, joy, toy, boy; eyes, enough

Vocabulary

Week 1: discover, disk, mysterious, place, scatter, leaped, lucky

Week 2: career, curious, fascinating, improve, investigate, idea

Week 3: breeze, commotion, conditions, forecast, tranquil, extreme, predict

Week 4: blaze, increase, observe, outline, scorch, wondered, season

Week 5: mature, newborn, process, remain, slender, cub, wild

Assessment(s)

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OCDEL Standards

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B. Demonstrate PHONEMIC AWARENESS, the ability to hear and manipulate sounds in spoken words

C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words

D. Demonstrate FLUENCY, the ability to read

grade level text orally with accuracy, appropriate rate and expression

E. Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning

1.3 Reading, Analyzing, and Interpreting Literature

A. Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection

1.4 Types of Writing

Informational

Develop and demonstrate the writing of informational pieces that provides information related real-world tasks

1.5 Quality of Writing

Progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing and publishing)

Common Core Standards

CC.1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CC.1.4.1.A: Write informative/ explanatory texts to examine a topic and convey ideas and information.

CC.1.3.1.H: Compare and contrast the adventures and experiences of characters in stories.

CC.1.3.1.K: Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.1.G: Write opinion pieces on familiar topics.

CC.1.4.1.H: Form an opinion by choosing among given topics.

CC.1.4.1.I: Support the opinion with reasons related to the opinion.

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.

CC.1.4.1.V: Participate in individual or shared research and writing projects.

CC.1.5.1.D: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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

CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- Unit / Theme

Unit 6

Theme: Adventures

Integrated Skills and Concepts

Week 1: Let's Go Out! - Listen for u, visualize, fantasy and reality, subjects and predicates, writing a personal narrative: letter

Extended Reading Texts:

Day 3: Berenstain Bears Go On a Hike

Day4: Beach day

Week 2: I Can Do It - Listen for o, visualize, make inferences, pronouns, writing a how-to-article

Extended Reading Texts:

Day 3: I Will Try

Day 4: Nothing Is Impossible

Week 3: At Work - Listen for prefixes re-, un-, monitor comprehension: reread, classify and categorize, pronouns, writing a report

Extended Reading Texts:

Day 3: When I grow Up

Day 4: Little Critter When I Grow Up

Week 4: Bugs, Bugs, Bugs - Listen for open and closed syllables, monitor comprehension: reread, make and confirm predictions, grammar - using I and me, writing how-to article

Extended Reading Texts:

Day 3: A Bugs Life

Day 4:The Grouchy Lady Bug

Week 5: Special Days - Listen for final stable syllables, reread, character and setting, adverbs that tell how, writing a personal narrative: letter

Day 3: Birthday Boy

Day 4:One Special Day

High Frequency Words

Week 1: always, father, four, love, mother, firm, supposed

Week 2: along, early, instead, nothing, thought, errand, suddenly

Week 3: build, goes, laugh, only, interesting, ordinary

Week 4: been, before, gone, searching, clues, invisible

Week 5: around, begin, brought, certain, minutes, straight, cancel, daydream

Phonics/ Spelling

Week 1: vowel digraphs with u (oo) - book, look, cook, took, hood, wood, mother, love

Week 2: vowel digraphs with o (au, aw) - haul, cause, saw, claw, paw, dawn, nothing, along

Week 3: two-syllable words with prefixes re- and un- retry, reuse, remake, unpack, unsafe, unlike, goes, build

Week 4: open and closed syllables - jumping, looking, waiting, stopping, running, planning, before, been

Week 5: final stable syllables - apple, table, purple, circle, turtle, title, certain, minutes

Vocabulary

Week 1: adventurous, anxious, inquisitive, insignificant, route, firm, supposed

Week 2: dare, humble, permit, predicament, solution, errand, suddenly

Week 3: duty, equipment, profession, satisfaction, thorough, interesting, ordinary

Week 4: dull, feature, habit, swift, understand, clues, invisible

Week 5: fantastic, nutritious, plentiful, stubborn, visit, cancel, daydream

Assessment(s)

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OCDEL Standards

1.1 Learning to Read Independently

A. Demonstrate CONCEPT OF PRINT, how

print is organized and used in reading and writing tasks

B. Demonstrate PHONEMIC AWARENESS, the ability to hear and manipulate sounds in spoken words

C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words

D. Demonstrate FLUENCY, the ability to read

grade level text orally with accuracy, appropriate rate and expression

E. Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning

1.3 Reading, Analyzing, and Interpreting Literature

A. Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection

1.4 Types of Writing

Narrative

Develop and demonstrate the writing of narrative pieces that include a main idea based on read, imagined or personal events, characters and a sequence of events

1.5 Quality of Writing

Progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing and publishing)

Common Core Standards**CC.1.1.1.D:**

Know and apply grade level phonics and word analysis skills in decoding words.

CC.1.1.1.E:

Read with accuracy and fluency to support comprehension:

CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.

CC.1.2.1.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.1.G: Use illustrations and details in a story to describe characters, setting, or events.

CC.1.3.1.D: Identify who is telling the story at various points in a text.

CC.1.3.1.I: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content

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.

CC.1.4.1.D: Group information and provide some sense of closure.

CC.1.4.1.E: Choose words and phrases for effect.