Lehighton Area School District
Curriculum Framework

Course Title:	Reading
Content Area:	English Langauge Arts
Grade Level(s):	1
Course Overview:	The Grade 1 Reading course strengthens and expands students' foundational reading skills while developing fluent, accurate, and meaningful reading. Through explicit, systematic instruction aligned to the Pennsylvania Core Standards and the Science of Reading, students continue building phonemic awareness, advanced phonics, decoding, fluency, vocabulary, language comprehension, and reading comprehension. Students read increasingly complex literary and informational texts while learning to think critically, ask questions, and discuss their understanding. Instruction is differentiated through whole-group, small-group, and targeted supports to ensure all students continue progressing toward independent, proficient reading.
PA Core Standards:	PA Core Standards for ELA PK-5
Key Course Text and Materials:	
Key Assessments/Projects:	

Big Idea/Unit: Foundational Skills **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.1.1.B	Demonstrate understanding of the organization and basic features of print. This includes being able to recognize the distinguishing features of a sentence.	Sentence Capitalization Quotations marks		
CC.1.1.1.C	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Students should be able to distinguish long from short vowel sounds in spoken single-syllable words. They should also be able to count, pronounce, blend, and segment syllables in spoken and written words. Students must orally produce single-syllable words, including consonant blends and digraphs. This skill also requires isolating and pronouncing initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words, and adding or substituting individual sounds (phonemes) in one-syllable words to make new words.	Orally Consonant blend Diagraph Add Substitute		
CC.1.1.1.D	Know and apply grade-level phonics and word analysis skills in decoding words. Students should identify common consonant digraphs, final-e, and common vowel teams. They must decode one- and two-syllable words with common patterns, read grade-level words with inflectional endings, and read grade-appropriate irregularly spelled words.	Consonant Diagraph Final -e Vowel team Decode Inflectional Ending Irregular Patterns		
CC.1.1.1.E	Read with accuracy and fluency to support comprehension. This involves reading on-level text with purpose and understanding, and reading on-level text orally with accuracy, appropriate rate, and expression on successive readings. Students should also use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Text Accuracy Rate Expression Context Self-correct Rereading		

Big Idea/Unit: Comprehension of Informational Text **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.2.1.A	Identify the main idea and retell key details of text.	Main idea		
CC.1.2.1.B	Ask and answer questions about key details in a text.			
CC.1.2.1.C	Describe the connection between two individuals, events, ideas, or pieces of information in a text.			

CC.1.2.1.E	Use various text features and search tools to locate key facts or information in a text.	Fact Opinion Text features Search tools		
CC.1.2.1.G	Use the illustrations and details in a text to describe its key ideas.			
CC.1.2.1.H	Identify the reasons an author gives to support points in a text.			
CC.1.2.1.I	Identify basic similarities in and differences between two texts on the same topic.			
CC.1.2.1.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Read Comprehend Literary nonfiction		

Big Idea/Unit:	Vocabulary of Informational Text			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
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.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.1.2.1.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.			

Big Idea/Unit:	Comprehension of Literature			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.3.1.A	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Message Lesson		
CC.1.3.1.B	Ask and answer questions about key details in a text.			
CC.1.3.1.C	Describe characters, settings, and major events in a story, using key details.			
CC.1.3.1.D	Identify who is telling the story at various points in a text.	Narrator		
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.	Differences Fiction Non-fiction		
CC.1.3.1.G	Use illustrations and details in a story to describe characters, setting, or events.	Setting Events		

CC.1.3.1.H	Compare and contrast the adventures and experiences of characters in stories.	Setting Events		
CC.1.3.1.K	Read and comprehend literature on grade level, reading independently and proficiently.			

Big Idea/Unit: Vocabulary of Literature **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.3.1.F	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Senses		
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.			
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.	Signal words		

Big Idea/Unit: Writing Informative and Explanatory Texts **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
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.1.4.1.C	Develop the topic with two or more facts.	Facts Opinion		
CC.1.4.1.D	Group information and provide some sense of closure.	Closure Sequence		
CC.1.4.1.E	Choose words and phrases for effect.	Phrase		
CC.1.4.1.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Specifically, students should: capitalize dates and names of people; use end punctuation, and use commas in dates and words in series; and spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	Commas		

Big Idea/Unit: Writing Opinion and Argumentative Texts **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**

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.	Facts Opinion
CC.1.4.1.J	Create an organizational structure that includes reasons and provides some sense of closure.	Closure Sequence
CC.1.4.1.K	Use a variety of words and phrases.	Phrase
CC.1.4.1.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Specifically, students should: capitalize dates and names of people; use end punctuation, and use commas in dates and words in series; and spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	Commas

Big Idea/Unit:	Writing Narratives			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.4.1.M	Write narratives to develop real or imagined experiences or events.			
CC.1.4.1.N	Establish who and what the narrative will be about.			
CC.1.4.1.O	Include thoughts and feelings to describe experiences and events.	Facts Opinion		
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.	Closure Sequence		
CC.1.4.1.Q	Use a variety of words and phrases.	Phrase		
CC.1.4.1.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Specifically, students should: capitalize dates and names of people; use end punctuation, and use commas in dates and words in series; and spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	Commas		
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.			
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.1.4.1.V	Participate in individual or shared research and writing projects.			
CC.1.4.1.W	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.			

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.			

Big Idea/Unit:	Speaking and Listening			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.5.1.A	Participate in collaborative conversations with peers and adults in small and larger groups.			
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.1.5.1.C	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			
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.F	Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.			
CC.1.5.1.G	Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.			